



WHY WE ASSESS AND REPORT

The assessment process enables all relevant information concerning the student to be used to develop an accurate description of the individual's skills, abilities and interests, to identify valued outcomes and to support the planning of an appropriate educational program for each student.

Assessment and reporting also occurs to;

- address the support needs of the site/family
- fulfil DECD requirements
- inform the Negotiated Education Plan process.

A detailed functional assessment may be undertaken, if deemed appropriate by the support teacher in consultation with the Kilparrin Principal and parents/carers or as negotiated with the site.

HOW WE ASSESS AND REPORT

Assessment is a continuous activity and forms an integral part of the ongoing support program.

Support teachers make ongoing evaluations about students' responses to the daily learning activities of the home/centre/class. Through observation informal assessments are made about the student's interaction with the educational/home/centre environment.

To identify current skill level and the presenting needs of each student support teachers may undertake assessments using a range of tools in the following areas;

- functional vision and/or functional hearing
- cognitive, social and emotional development (including self-initiated play), gross & fine motor skills and communication & language
- Orientation and Mobility
- Independent Living Skills.

Assessment reports include;

- an expansion and discussion of the information gathered regarding the student's responses to specific activities
- direct observations and completed checklists
- anecdotal information.

Issues such as the nature and frequency of support, dual enrolment, intermittent attendance and wellness will impact on the scope and content of assessment and reporting.

Written Reports

Written reports may include;

- individual assessment reports
- Service Agreement end-of-year reviews
- visit reports.

Service Agreement and Visit Report proformas are on the K:drive

Copies of all reports listed above are to be filed in the student's file.

After the final site visit for each Term, copies of all written reports, annotated as *file copy*, are filed. Support teachers may choose to keep a duplicate copy as a working document that is to be shredded at the end of the year.

WHEN WE REPORT

Regular informal reporting to site personnel occurs throughout the year. For Early Intervention clients, regular informal reporting to families occurs.

Visit reports are documented following each site/home visit.

Prior to Negotiated Education Plan meetings a written report may be requested. Written reports are provided through the Principal, Kilparrin.

KILPARRIN STATEWIDE SUPPORT SERVICE REPORTING CYCLE

Term 1 or following Referral

Support teachers meet with the referring personnel to discuss the intended outcomes of the support program and to negotiate the nature and frequency of support.

A Service Agreement/Early Intervention Support Plan is documented.

Term 4

A written report is provided to the site or family (for the Early Intervention service). This report addresses the intended outcomes as discussed in the *Service Agreement/Early Intervention Support Plan* and informs negotiations regarding ongoing support needs.

A draft copy of this report should be submitted to the Principal by the end of week 5.

NB: Alternate reporting times may be negotiated particularly in the case of part-time enrolments or where students are in transition.

REPORTING TO THE DEPARTMENT

The Principal, Kilparrin reports annually to the Department. A report of the Statewide Support Service is included in the Kilparrin Annual Report. The Statewide Support Service report includes data collected from client sites.

References:

Curriculum, Pedagogy, Assessment and Reporting Policy for Reception – Year 10

https://www.decd.sa.gov.au/sites/g/files/net691/f/curriculum_pedagogy_assessment_and_reporting_policy_for_reception_-_year_10.pdf?v=1456705166

The Australian Curriculum

www.australiancurriculum.edu.au

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