



MOUNT HAWTHORN EDUCATION SUPPORT CENTRE

Reporting and Assessment Policy

2021-2023

Our Policy exists in line with Department of Education guidelines which indicate that all public schools will:

- provide a balanced curriculum that maximises the capacity of all students to achieve the objectives of the *Western Australian Curriculum* with suitable, individually tailored adjustments
- monitor, assess and evaluate individual student achievement, engaging in moderation processes to support teachers in making consistent judgements
- administer prescribed system assessments where appropriate
- report regular and relevant information to parents/caregivers on student progress and achievement

This Policy incorporates the following procedures:

1. Providing a balanced curriculum by;

- implementing the *Western Australian Curriculum*, providing breadth and depth for all students in teaching and learning programs
- conducting whole-school curriculum planning to ensure appropriate curriculum emphases for each child based on individual strengths and needs
- ensuring that all students receive at least fifty per cent of curriculum instruction in literacy and numeracy
- ensuring that all students in Years 1-6 participate in a minimum of two hours of physical activity each week, during the school day as part of student learning programs
- planning for improvement of individual student achievement, referring to the principles of the *School Curriculum and Standards Authority* and the *Western Australian Curriculum and Assessment Outline*

2. Assessing individual students' attainment by;

- monitoring, assessing and evaluating individual student achievement, referring to the principles of the *School Curriculum and Standards Authority* and *Western Australian Curriculum and Assessment Outline*
- having an assessment policy based on the principles of the *Western Australian Curriculum and Assessment Outline* and make it known to the school community
- ensuring that there are ongoing moderation processes (within and between schools) in place to support all teachers in making valid and reliable judgements, acknowledging individual staff differences and readiness
- using assessment processes relevant to individual needs

3. Reporting regular and relevant information to parents by;

- issuing a formal report for each student at the end of each semester in a format that is relevant to the needs and capabilities of each student
- reporting each semester on student achievement of learning area objectives
- providing information for parents in a variety of formats such as formal reports, IEPs, videos, photographic evidence, worksheets etc, as dictated by the needs and capabilities of the individual student

- negotiating with teachers, parents and caregivers the ways in which student progress and achievement will be reported throughout the year, negotiations taking into account any workload issues
- providing parents/caregivers with opportunities to discuss student progress by telephone, IEP meetings, informal meetings, communication books, diaries, etc at regular intervals
- providing personalised comments for each learning area