

HEATHFIELD HIGH SCHOOL

# ASSESSMENT AND REPORTING POLICY

RELATED LEGISLATION: EDUCATION ACT 1972

RELATED POLICIES: REPORTING ON AUSTRALIAN CURRICULUM IN DECD SCHOOLS RECEPTION–  
YEAR 10 V2.0N 2.0) REPORTING ON AUSTRALIAN CURRICULUM IN DECD -  
EXPLAINING 'NEW CONTEXTS' IN THE A-E GUIDE REPORTING RESOURCE.  
CURRICULUM, PEDAGOGY, ASSESSMENT AND REPORTING POLICY FOR  
RECEPTION–YEAR 10 SOUTH AUSTRALIAN TEACHING FOR EFFECTIVE  
LEARNING (TFEL) FRAMEWORK

CREATED: 09/16

REVIEW DATE: 09/18



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# ASSESSMENT AND REPORTING GENERAL INFORMATION

Reports reflect student achievement demonstrated against the standard, taking into account what has been taught to that point in the year. The end-of-year report should reflect student achievement across the whole year.

Heathfield High School will follow the DECD Australian Curriculum implementation timeline, for teaching, assessing and reporting against the Australian Curriculum.

## YEARS 8 - 10

The National Education Agreement which DECD has with the Australian Government means that all schools are required to:

- report formally twice per year in writing to students and their families about each student's progress
- write reports using plain language that is clear and easy to understand
- provide reports that are based on 5 achievement levels (A-E grades or the word equivalents)
- It is important that teachers are familiar with the DECD documents
- Reporting using the Australian Curriculum [www.decd.sa.gov.au/docs/documents/1/ReportingonAustralianCurr.docx](http://www.decd.sa.gov.au/docs/documents/1/ReportingonAustralianCurr.docx)
- Curriculum, Pedagogy, Assessment and Reporting Policy for Reception to Year 10
- Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception to Year 10
- [www.decd.sa.gov.au/docs/documents/1/GuidelinesfortheImplement.pdf](http://www.decd.sa.gov.au/docs/documents/1/GuidelinesfortheImplement.pdf)

## AUSTRALIAN CURRICULUM ACHIEVEMENT STANDARDS

- The Australian Curriculum achievement standards describe what students should typically be able to do, know and understand by the end of the year at each year level.
- Each achievement standard describes the expected achievement for students as a result of being taught the curriculum for that year of schooling.
- Each achievement standard should be treated holistically, as representing broad development of understandings and skills, rather than as discrete elements to be achieved.

## REPORTING AGAINST THE ACHIEVEMENT STANDARDS IN YEARS 8 - 10

Student achievement will be reported against the achievement standards of the year level in which the student is placed, i.e. the achievement of Year 8 students will be reported against the Year 8 or 7/8 achievement standard.

Composite or multi-age class structures

- Where variations are made to cater for composite or multi-age class structures, parents/carers will be informed of any variations.

## SACE SUBJECTS

Within SACE subjects, assessment is made against the performance standards. These standards, provided in each subject outline describe in detail the level of achievement required to achieve each grade.



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# STUDENTS WITH LEARNING PLANS

## YEAR 8 - 10

There will be situations in which it is necessary for teachers to adjust curriculum, including for students with Learning Plans\*. In such cases, the school will negotiate and document both the student's learning program and appropriate reporting arrangements with the student and their parent(s) /carer(s). This could include using A – E grades or word equivalents to report the student's achievement against an achievement standard from a year level other than that in which the student is placed. The relevant achievement standard should be noted in the report.

\* Learning Plans: the term *Learning Plans* refers to a range of plans developed to document the needs of particular students. This includes Individual Education Plans for students who are under Guardianship of the Minister, Individual Learning Plans for Aboriginal and Torres Strait Islander students and Learning Plans designed for students with differing needs, including gifted students. This also includes Negotiated Education Plans (NEP) for students with disability.

## REPORTING AGAINST THE ACHIEVEMENT STANDARDS FOR STUDENTS WITH DISABILITY

At Heathfield High School, students with a disability will be assessed against the achievement standards of the year level in which they are placed, unless the Learning Support Coordinator has negotiated an alternative with the student and their parent(s) / carer(s). If an alternative is negotiated, this will be documented in the student's learning plan (NEP) and all relevant teachers will be notified.

Note:

1. Teachers will make accommodations in line with each student's NEP to support them to access the curriculum and demonstrate achievement.
2. If the student is to be assessed using curriculum from a year level other than that in which they are placed, the relevant achievement standard will be noted in the report.

## SACE SPECIAL PROVISIONS

Some students are entitled to special provisions within the SACE. This may lead to adjustments in terms of teaching and assessment; however, all grades must be determined against the SACE performance standards.

If you believe that a student might be eligible for special provisions, speak to the Learning Support Coordinator or the Senior Years Assistant Principal.

# COMMENTS AND GRADES

## COMMENTS (Descriptive Reporting)

Teachers use descriptive reporting to provide detailed information about:

- each student's achievement against the relevant standard
- knowledge, skills and understanding - what each student has learnt
- improvement and future learning - how the teacher, student and parent/carer can support next steps to happen; and what students need to learn next

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# GRADES

## YEARS 7-10

<b>A</b>	Your child is demonstrating <b>excellent</b> achievement of what is expected at this year level
<b>B</b>	Your child is demonstrating <b>good</b> achievement of what is expected at this year level
<b>C</b>	Your child is demonstrating <b>satisfactory</b> achievement of what is expected at this year level
<b>D</b>	Your child is demonstrating <b>partial</b> achievement of what is expected at this year level
<b>E</b>	Your child is demonstrating <b>minimal</b> achievement of what is expected at this year level
<b>NA</b>	Insufficient evidence to be assigned a grade from A to E <i>Can only be used after consultation with year level relevant Assistant Principal and when it isn't possible to determine a level of achievement (e.g. recently enrolled and can't obtain achievement level or work samples from previous school, medical reasons)</i>

## SACE

<b>A</b>	<b>Excellent</b> achievement against the performance standards
<b>B</b>	<b>Good</b> achievement against the performance standards
<b>C</b>	<b>Satisfactory</b> achievement against the performance standards
<b>D</b>	<b>Partial</b> achievement against the performance standards
<b>E</b>	<b>Minimal</b> achievement against the performance standards
<b>Completed / Not Completed</b>	<b>SACE Modified</b> subjects only

Stage 2 will include plus or minus as the reported value for the Grade

Stage 2 Research Project will be reported on in Term 1 and 3 from 2017.

## VOCATIONAL EDUCATION AND TRAINING (VET)

VET subjects receive a report 3 times a year, followed by a transcript in Term 4

## ATTENDANCE DATA CALCULATION (EDSAS)

Term 1 - Week 1 Term 1 to Week 8 Term 1

Term 2 - Week 9 Term 1 to Week 8 Term 2

Term 3 - Week 1 Term 3 to Week 8 Term 3

Term 4 - Week 9 Term 3 to Week 7 Term 4

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# ASSESSMENT AND REPORTING PROCEDURE

Written Report Data Required Years 8 - 12

Subject Teacher		Accelerus Team
<b>TERM 1</b>		
<b>Years 8 - 12</b>	<ul style="list-style-type: none"> <li>Descriptive comments covering 2 categories:               <ol style="list-style-type: none"> <li>Knowledge, Skills and Understanding</li> <li>Improvement and Future Learning</li> </ol> </li> <li>Achievement Grade A+ &gt; E-</li> <li>4 Work Habits Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Total Days Absent from EDSAS</li> <li>Days Late from EDSAS</li> <li>ACE Program Activities</li> </ul>
<b>TERM 2</b>		
<b>Years 8 - 11</b>	<ul style="list-style-type: none"> <li>Achievement Grade A+ &gt; E-</li> <li>4 Work Habits Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Total Days Absent from EDSAS</li> <li>Days Late from EDSAS</li> <li>ACE Program Activities</li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>Descriptive comments covering 2 categories:               <ol style="list-style-type: none"> <li>Knowledge, Skills and Understanding</li> <li>Improvement and Future Learning</li> </ol> </li> <li>Achievement Grade A+ &gt; E-</li> <li>4 Work Habits Indicators</li> </ul>	
<b>TERM 3</b>		
<b>Years 8 - 12</b>	<ul style="list-style-type: none"> <li>Descriptive comments covering 2 categories:               <ol style="list-style-type: none"> <li>Knowledge, Skills and Understanding</li> <li>Improvement and Future Learning</li> </ol> </li> <li>Achievement Grade A+ &gt; E-</li> <li>4 Work Habits Indicators</li> </ul> <p>Note: Year 12 Teachers may comment on assessment tasks required and due dates.</p>	<ul style="list-style-type: none"> <li>Total Days Absent from EDSAS</li> <li>Days Late from EDSAS</li> <li>ACE Program Activities</li> </ul>
<b>TERM 4</b>		
<b>Years 8 - 11</b>	<ul style="list-style-type: none"> <li>Achievement Grade A+ &gt; E-</li> <li>4 Work Habits Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Total Days Absent from EDSAS</li> <li>Days Late from EDSAS</li> <li>ACE Program Activities</li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>SACE transcript only</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

## 3 WAY LEARNING CONVERSATIONS

- Term 2, Week 2 Tuesday from 4.00pm - 8:00pm
- Term 2, Week 3 Wednesday from 4.00pm - 8:00pm

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## ASSESSMENT AND REPORTING TIMELINE

Week	Teachers	Leadership	Accelerus Team
1 - 4	<p>Send Learning and Assessment plans home with all students</p> <p>Check Login from school and home</p> <p>Accelerus Progress Monitoring Checkpoint - Week 4</p> <p>Ongoing assessment and moderation of student work (up to end of assessment period)</p> <p>Review Comment Banks</p> <p>Familiarise self with Work Habit Rubric</p> <p>Identify Students with a One Plan that require and alternative level of assessment.</p>	<p>Support assessment and moderation of student work</p> <p>AP Senior Years - Email all staff the Assessment and Reporting policy, Work Habit Rubric and timeline.</p>	<p>Software updates completed</p> <p>Add new staff</p> <p>Import subjects, classes and enrolments</p> <p>Develop templates for reporting</p> <p>Ensure appropriate editing rights in Accelerus for Faculty Coordinators</p>
5	<p>New Teachers - Training &amp; Development - Introduction to using Accelerus</p> <p>Check class lists from Accelerus (File / teacher listings /students) ensuring that these lists match your DayMap rolls.</p> <p>Email ONLY those students which require corrections to the AP Senior School (Danielle Speer) with the class code they are being removed from or added to</p>		<p>Provide T &amp; D for new staff or existing staff who want a refresher</p> <p>Amend class lists according to feedback from staff and after checking with relevant AP's.</p> <p>Edit Students with a One Plan to reflect the decided level of assessment</p>
6 >	<p>Refine comment banks as required and email AP Senior Years (Danielle Speer) completed .csv files to upload</p> <p>Ensure it is clear which subjects require which comment banks to be attached</p> <p>Begin entering report data</p>	<p>Ensure that YLM and Subject Coordinators are familiar with editing in Accelerus.</p>	<p>Upload finished comment banks and attach to appropriate subjects</p> <p>Run spell check on all comment banks</p>
<b>WEEK BEFORE LAST WEEK OF TERM</b>	<p>By TUESDAY 9am enter student grades for each class to give to subject coordinator time for reviewing.</p> <p>Teachers to make the required corrections as per Coordinator feedback/discussion.</p> <p>By THURSDAY 9:00PM Year 11 &amp; 12 reports are due</p> <p>By SUNDAY 9:00PM Year 8 – 10 reports are due</p>	<p>Faculty Coordinator checks grades, Tuesday – Thursday</p> <p>Faculty Coordinator runs spell check and does some reading on Year 11 and 12 classes.</p> <p>ELT Supports Faculty Coordinators to achieve checking</p> <p>ELT prepares any additional mailing items to go in with reports by Monday</p>	<p>Attendance data exported from EDSAS after DayMap update has been completed for the required assessment period.</p> <p>FRIDAY – Final reports will be printed for Year 11 &amp; 12's</p>
<b>LAST WEEK OF TERM</b>	<p>SSO Work with ELT to do checks on student with One Plan, Multiple Year Levels and any other anomalies prior to posting reports.</p> <p>Additional information to be posted home must be with the SSO's by 8:30am</p>		<p>MONDAY – Final reports will be printed for Year 8 - 10's</p> <p>MONDAY – Year 11 &amp; 12 reports posted</p> <p>WEDNESDAY – Years 8 – 10 reports will be posted</p>

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