



Assessment and Reporting

Assessment

Assessment is the process of identifying, gathering and interpreting information about progress in students learning.

Reporting

Reporting is communicating to others the knowledge gained from assessing student learning.

Purpose of Assessment and Reporting

The fundamental purpose of assessment and reporting is to identify areas of strength and weakness in order to guide further student learning and provide feedback to students, parents/caregivers and other stakeholders.

Principles of Assessment

Assessment should:

- be relevant
- be appropriate
- be fair
- be accurate
- provide useful information
- be integrated into the teaching and learning cycle
- draw on a wide range of evidence
- be manageable.

Principles of Reporting

Student reports should:

- meet specified requirements
- be easy to understand
- indicate what a student is now able to do
- indicate student progress
- indicate what is expected of students
- include social as well as academic information
- be constructive
- be manageable.

Elements that Contribute to Assessment and Reporting

CURRICULUM STATEMENTS AND STANDARDS

- Australian Curriculum
- South Australian Certificate of Education (SACE)
- Council of International Schools (CIS) accreditation
- teacher's learning plans
- learning and assessment plans for each subject



- assessment tasks
- moderation of common tasks
- negotiated variations to programs and tasks.

WAYS OF REPORTING

- comments on work/draft
- marked work
- verbal feedback
- other communication/dialogue eg phone calls, emails, SMS
- term reports
- interviews
- round-table presentations and assessments
- monitoring processes for individual students
- online assessment task results via Daymap.

COUNSELLING

- Extended Care Group program
- Personal Learning Plans (and Individual Learning Plans, Negotiated Education Plans as relevant)
- course counselling and course confirmation meetings
- term by term reviews of learning progress
- regular reviews by year level teachers/leaders and subject teachers/leaders
- personalisation of curriculum and assessment as negotiated.

DATA ANALYSIS OF STUDENT ACHIEVEMENT

- data is recorded and analysed at various levels across the school including principal, learning leaders and student services teams, PLC's
- data analysed includes Australian Curriculum, school grades and SACE grades
- National Assessment Program in Literacy and Numeracy (NAPLAN)
- Progressive Achievement Tests (PAT)
- English as an Additional Language Dialect (EALD)
- interventions and support for individuals
- attendance.

Reporting at Banksia Park International High School

At BPIHS we provide students and parents/caregivers with reports including:

- reports in terms 1, 2, 3 and 4
- year 12 snapshot reports
- interview evenings in terms 1 and 3
- summative assessment task results
- direct contact via phone calls, planner notes, letters, emails and discussions
- other reports, such as the South Australian Certificate of Education (SACE), NAPLAN, Vocational Education and Training (VET), work experience, instrumental music.

Grades and Student Achievement

Grades A to E are an indicator of student achievement in a subject against the Australian Curriculum achievement standards or SACE performance standards.

A mid-semester interim report indicates whether a student is 'on track' and learning what is expected, doing better than expected, or in need of more help.

A semester report indicates the final graded received for a semester length subject.



In the case of full-year subjects, the semester report reflects student achievement demonstrated against the standard, taking into account what has been taught to that point in the year, and the semester 2 report reflects student achievement across the whole year.

Students who have differentiated assessment on a subject, indicates that the student is studying curriculum at their year level with assessment that has been varied.

GRADE	ACHIEVEMENT DESCRIPTOR
A	Excellent achievement of what is expected at the student's year level.
B	Good achievement of what is expected at the student's year level.
C	Satisfactory achievement of what is expected at the student's year level.
D	Partial achievement of what is expected at the student's year level.
E	Minimal achievement of what is expected at the student's year level.
No Result	The student has not submitted enough work to gain a result. In the SACE students gain no credits for this subject.

Criteria

APPLICATION

Relates to how well the student uses their time to work independently or interdependently, direct their own learning and seek help when needed.

ORGANISATION

Relates to how well the student organises themselves. This includes submission of work to meet due dates, completing homework, bringing equipment to class such as their computer and stationery.

SKILLS DEVELOPMENT

Relates to how well students have developed their skills over time (including practical and theoretical skills).

PROBLEM SOLVING/CREATIVE THINKING

Relates to the use of reason, logic, resourcefulness, imagination and innovation.

USE OF ICT

Involves using ICT effectively and appropriately to access, create and communicate information.

For further information check:

www.education.sa.gov.au

www.sace.sa.gov.au

www.australiancurriculum.edu.au

Policy Reviewed: April 2020

Ratified by Governing Council: May 2020

This policy is subject to review on a needs basis but no greater than a 5-year period.

A basis for review will generally arise from curriculum renewal or changes to Department for Education, SACE or Australian Curriculum

Record history

Version	Date	Description of Changes	Approved By
1.0	[28/04/2025]	New template / logo	[Name/Position]