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SHOALHAVEN HEADS PUBLIC SCHOOL



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# Assessment and Reporting

Revised Term 2 2024

## School Vision

Shoalhaven Heads Public School provides a learning culture that holds high expectations for all students driven by knowledge, resilience and collaboration. Our vision is to provide all students with quality education and opportunities to achieve their personal best.

## Statement of Purpose

Shoalhaven Heads Public School use assessment to establish where learners are in their learning at the time of assessment. Assessment is defined as a broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources. Our school-based assessment procedures are underpinned by the DoE Curriculum planning and programming, assessing and reporting to parents K-12

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0290>

## Integrating Assessment with teaching and learning

Assessment is understood as an essential tool for teachers who need better information about their students' learning. Only with effective assessment can teachers know if learning is taking place. Evidence shows that good feedback to students yields greater learning gains (Hattie and Timperley 2007; Hattie 2009). Teachers need to assess to capture information that can be shared with the student as feedback and can inform the teaching and learning cycle moving forward.

## Data Collection and Analysis

Every school day, teachers are expected to keep a record of student assessments including teacher observation. This record keeping informs the class teachers and school leadership to make data-driven decisions as to which areas of teaching and learning require further planning, experiences and support in subsequent weeks, terms and years.



## Assessment Tools used at Shoalhaven Heads

**Teacher Observation** focusses on evidence of process through the strategic observation of learning behaviours within the classroom that provides real time feedback and drives improvement.

[Best Start Kindergarten Assessment](#) is a literacy and numeracy assessment conducted for all Kindergarten students in the first five weeks of school.

[Check-in assessments](#) are online assessment for students in Years 3 to 6. They are mapped to the NSW Syllabuses.

[The Interview for Student Reasoning \(IfSR\)](#) is a suite of teacher-led optional online numeracy assessments for K-10 students.

[The Phonics Diagnostic Assessment](#) is a short, on-demand assessment that tells teachers how students are progressing in phonics.

[The Phonological Awareness Diagnostic Assessment](#) is a short on-demand assessment that tells teachers how students are progressing in phonological awareness.

[The Year 1 Phonics Screening Check](#) is a short assessment that tells teachers how students are progressing in phonics.

[PAT Adaptive Assessments](#) create an individualised test experience a precise picture of student achievement.

[Spelling Diagnostic Assessment](#) assists teachers to establish where individual students are in their spelling development to target teaching and monitor student learning progress over time.

[NAPLAN](#) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

**Stage Based Assessments** pre and post assessments, coupled with teacher observation and are designed and used in all Key learning areas to monitor student growth and attainment and refine teaching programs.

**Seesaw Learning Journal** is a student-driven digital portfolio that empowers students to independently document what they are learning at school.

## Student Reporting

Formal written reports will be sent digitally to parents and carers twice per year, at the end of terms 2 and 4. Written reports at Shoalhaven Heads Public School comply with Curriculum Planning and Programming, Assessing and Reporting requirements.

Shoalhaven Heads Public School keeps parents and carers informed on their child's progress between the formal reporting periods through a range of approaches as part of the collaborative curriculum planning process. This includes but is not limited to; formal parent-teacher interviews, student lead learning conferences and an invitation on the report for parents and/or carers to contact the school to organise a meeting with the child's teacher/s if required. Informally via emails, phone calls, online collaboration tools and Seesaw Learning Journal.

Useful Links

[Reporting to parents](#)

[Curriculum planning and programming, assessing and reporting to parents K-12](#)