



Birdwood High School

Assessment and Reporting Guide

BHS Procedures Policy	G00-001 Assessment and Reporting
Leader Responsible	Principal
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[Assessment Policy Link](#)

Curriculum

The Education and Children's Services Act 2019 (SA) and Education and Children's Services Regulations 2020 (SA) requires children of compulsory education age to participate in a full-time approved learning program or in a combination of approved learning programs including:

- delivered through a school, university or registered training organisation,
- an apprenticeship or traineeship.

Educators must adhere to SACE policies, procedures and guidelines relating to subjects and courses. In addition, educators must also meet the requirements of the Child Protection in schools, Early Childhood Education and Care Policy by delivering the Keeping Safe: Child Protection Curriculum. Teachers have a professional responsibility to document their selection and sequencing of learning experiences and assessment tasks, which reflect the curriculum requirements and the diversity of student learning needs in their classes.

Learner Diversity

Learner cohorts are diverse. Therefore, educators must provide inclusive, appropriately challenging and supportive curriculum, pedagogy, assessment and educational pathways for all learners to optimise their engagement, progress and achievement.

Aboriginal learners

The National Aboriginal and Torres Strait Islander Education Strategy provides the overarching framework that must guide the education of all Aboriginal children and young people from birth through to further education and employment pathways.

Educators are expected to use the curriculum and pedagogical frameworks referenced in this policy to design teaching and learning programs that are inclusive of and set high expectations for Aboriginal & Torres Strait Islander children and young people.

One Plan

One Plans are required for all students with high support needs, verified disability, children and young people under the Guardianship of the Minister, Aboriginal & Torres Strait Islander children and young people. A One Plan must be developed with explicit learning goals, used purposefully to improve the learning outcomes of all verified learners and reviewed at least annually.

The One Plan contains information for educators to support a student's inclusion and achievement in school. Learning priorities are linked to the curriculum and the personalisation is reflected in the adjustments.

Curriculum differentiation for gifted and talented learners needs to be considered for students whose abilities require significant adjustments to engage them in their learning. Schools are expected to negotiate and document a One Plan collaboratively with the student, parents or carers and other relevant professionals, and review the plan at least once a year.

Pedagogy

Birdwood High School educators are required to use the Teaching for Effective Learning Framework and the Middle School Pedagogical Paper to inform how they teach the curriculum and to be inclusive of the diversity of learners.

Educators must use all three dimensions of the Australian Curriculum for planning and teaching. This includes all learning areas, general capabilities and cross-curriculum priorities. Schools need to make sure learners are given the opportunity to engage with and achieve in all 8 learning areas of the Australian Curriculum at relevant year levels.

Assessment

Educators will assess and report on learners' progress and achievement using a balanced range of evidence collected against the Australian Curriculum Achievement Standards and SACE Performance Standards. Birdwood High School adheres to the SACE assessment and moderation SACE policies, procedures and guidelines.

Educators are expected to collaboratively moderate to ensure both consistency of judgements about learners' achievement and high-quality learning outcomes.

Educators are also required to administer prescribed national assessments within the National Assessment Program (NAP):

- Literacy and Numeracy (NAPLAN) in Years 3, 5, 7 and 9

In addition, educators are required to administer annual progressive achievement tests (PAT)

Progressive Achievement Tests

Learners in years 8 to 10 are required to annually undertake the online PAT Reading Comprehension (PAT-R) and Maths (PAT-M) tests during weeks 7 to 10 of Term 3. Educators are expected to use the PAT results to inform teaching and learning, and to monitor progress.

Reporting

Reports are provided to inform families of their child's progression towards the Australian Curriculum Achievement Standards or SACE Performance Standards for all learning areas using the grades A to E. For Years 8-11, four reports are prepared each year. Currently, these comprise A to E mid semester and end of semester reports. Year 12 students receive reports at the end of terms 1, 2 and 3 and a SACE

Certificate at the end of term 4. Informal reporting including progress reports are an indicator of student progress. Student, parent, and teacher learning conference are held early in Term 2 or upon request.

In addition, schools are expected to provide descriptive reporting about:

- the learner's engagement and achievement,
- what they have learnt and what they need to learn next,
- how the teacher, student and parent can support these next steps to happen.

Deadline

To assist student's development of organisation skills and teachers to manage workloads, schools set assessment deadlines. For assessment tasks or assessment types that are completed over an extended period of time, a number of dates are set at various stages of the development of the assessment task or assessment type. These are referred to as progress markers.