

MOUNT RIVERVIEW PUBLIC SCHOOL

ASSESSMENT AND REPORTING PROCEDURES



INTRODUCTION

These procedures outline the requirements and relevant systems for assessing student learning progress and reporting to parents at Mount Riverview PS.

The Mount Riverview PS 'Assessment and Reporting Procedures' follow the guidelines documented in the NSW Department of Education's *Curriculum planning and programming, assessing and reporting to parents K-12 policy (2025)* and *Curriculum policy standards (2025)*.

RESPONSIBILITIES

Principal:

- Supervise and ensure the implementation of the curriculum policy standards.
- Consult with staff and parents/carers regarding the effectiveness of systems in place to support assessment and reporting practices.

Assistant Principals:

- Lead teachers in the development and implementation of effective assessment practices.
- Guide teachers in using assessment data to inform future programming for teaching and learning and to support consultation with and reporting to parents/carers.
- Assist teachers to implement effective systems for communication with parents/carers about their child's learning and wellbeing.

Teachers:

- Implement the curriculum policy standards through their assessing and reporting to parents.
- Maintain accurate records of student assessment.
- Utilise assessment data to inform teaching and learning programs, particularly in relation to differentiation opportunities.
- Plan for adjustments to assessment and reporting practices in order to meet varying needs of students and parents/carers.
- Consult with parents/carers about the learning achievement, progress and wellbeing of their child.
- Provide suggestions to parents/carers about options for supporting their child's learning at home.
- Liaise with external agencies working with students where relevant.

Parents/Carers:

- Engage with teachers in opportunities to discuss their child's learning achievement, progress and wellbeing.
- Communicate with school staff regarding any questions or concerns they have about their child's learning progress, or when circumstances arise which may impact on their child's learning or engagement at school.
- Engage with their child in discussion about learning achievement and progress as documented in their report.

ASSESSMENT REQUIREMENTS

Schools assess to identify what students know and can do at a point in time.

Effective assessment is embedded within the teaching and learning cycle.

Ongoing assessment enables teachers to provide feedback to students and guide teachers' continuing provision of appropriate learning tasks.

Adjustments to assessment tasks may be required for students with disability. This should be consistent with adjustments made to support the student's learning.

Differentiation and appropriate language support must be provided for students learning English as a second language or dialect when implementing assessment tasks.

ASSESSMENT PLANNING

Teachers follow the relevant stage assessment schedule to ensure they implement key assessment tasks in the different Key Learning Areas (KLAs) across the year.

These schedules form the school's plan for assessment indicating how students' performance in each KLA is assessed and monitored over time.

Where additional assessment tasks are deemed required, details of these will be documented as part of teaching and learning units of work.

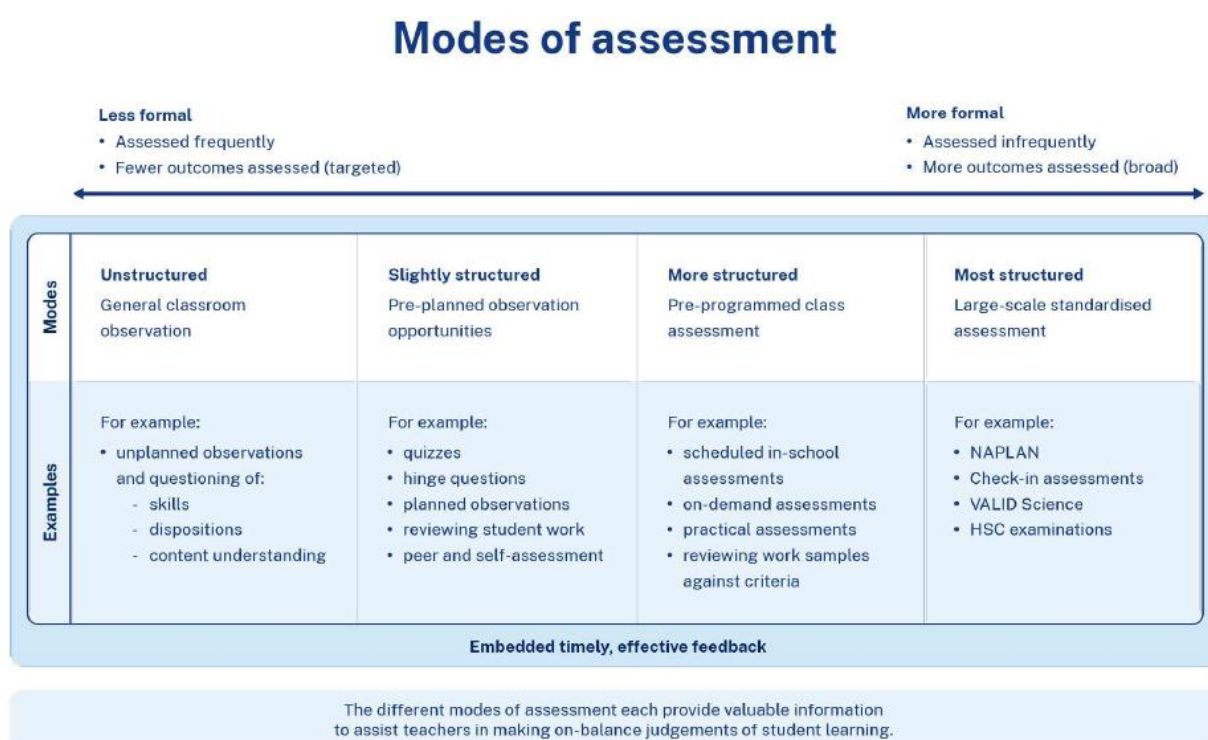
The assessment schedules are stored on the school's shared drive.

Each assessment schedule is reviewed annually to ensure it meets the information needs of teachers and the Executive regarding student learning and progress.

ASSESSMENT MODES

Different forms of assessment information can support improved learning.

The assessment modes can be used to help teachers make on-balance professional judgements.

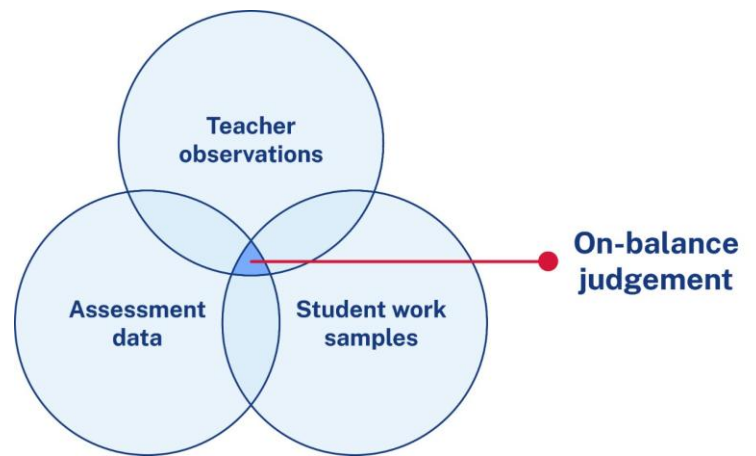


Assessment information gathered from across the modes should be used to make on-balance judgements of student learning.

Information from less structured approaches (referred to as 'formative assessment'), such as classroom observations and review of student work, is valuable.

More structured assessments, programmed as summative tasks, often occur at a single point in time and may have other factors which influence performance.

Information from less structured assessments should also be considered along with more formal assessments to develop reliable judgements of demonstrated student learning.



REPORTING REQUIREMENTS

Our school will provide a formal written report to parents/carers twice per year, at the end of Term 2 and Term 4.

The student report will be provided in digital format via the School Bytes Parent Portal.

Reporting aims to support parents/carers to understand how their child is progressing and what can be done to support their learning growth.

Teachers will utilise the report to communicate with parents/carers about:

- how the students' achievement aligns with NSW syllabus standards
- relevant points of the students' learning achievement throughout the semester across KLAs
- areas for future development or improvement
- the level of effort the student has demonstrated in each KLA

The report format will also encompass information about the students' attendance and involvement in special school activities. A students' social development and commitment to learning is summarised in an overview table.

Parents/carers are provided with a formal opportunity to meet with their child's teacher at parent-teacher interviews in the first semester following the distribution of reports. The option for other meetings about their child's learning progress, achievement or wellbeing is open to parents/carers at all points of the year. These meetings are organised upon request.

Parents/carers of students with disability who receive integration funding support are invited to meet formally with the teacher and members of the Learning Support Team at least twice per year. These meetings aim to collaboratively review the supports in place for the student and plan for future interventions.

REPORT GRADES

For Years 1-6, teachers will use a 5-point scale to depict a students' overall achievement in each KLA. There is no achievement scale used for reporting in Kindergarten.

Achievement		Description for parents/carers
Outstanding	A	Your child's achievement in this subject is outstanding. They confidently apply their knowledge and skills in a range of new and complex situations.
High	B	Your child's achievement in this subject is high. They confidently apply their knowledge and skills in a range of familiar and new situations.
Expected	C	Your child's achievement in this subject is at the expected standard. They apply their knowledge and skills in familiar situations.
Basic	D	Your child's achievement in this subject is basic. They apply their knowledge and skills in familiar situations with support.
Limited	E	Your child's achievement in this subject is limited. They apply their knowledge and skills in some familiar situations with significant support.

For newly arrived students (less than 4 terms in an Australian school), at the early phases of learning English as an additional language or dialect (EAL/D), the teacher will report through comments only on students' achievement in the KLAs.

For students with disability whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, the report will indicate achievement against relevant syllabus outcomes and personalised learning goals.

Parents/carers may request the school provide them with written information that shows their child's achievement grade for each KLA compared to their year group (1-6). This information will show the number of children in the group in each of the achievement grade levels.

REPORT COMMENT CONSIDERATIONS

There is no requirement to include syllabus outcomes in reports to parents/carers for K-6. Outcomes inform teaching and assessment, but they are relevant to teachers, not parents, so should not be used to communicate directly in reports.

Reported learning should reflect the outcomes taught and assessed during the reporting period. Teachers' comments describe the student's knowledge and skills as evidence of their academic progress. Comments should avoid discussing behaviour unless it is directly relevant to areas of strength, development or commitment to learning.

Written comments must be based on evidence collected across the reporting period that supports the overall judgement and grade assigned to the student.

Comments should include personalised, constructive statements.

Comments should:

- use the student's official given name
- provide specific, relevant information about the student
- use plain English and avoid syllabus-specific jargon
- be written in clear and concise language
- reflect the student's achievement grade on the 5-point scale (for Years 1-6)
- highlight knowledge the student has demonstrated and specific skills they have developed
- offer positive, actionable guidance on how the student can improve or develop further
- avoid making predictions about future performance

The school's 'Student Reporting Comment Guidelines' provides advice to teachers on expectations for spelling, grammar and punctuation, and recommendations for language choice.