



Randwick Public School Assessment & Reporting Guidelines

Assessment and reporting is a vital link between the classroom teacher, parents and carers, and students. The fundamental purpose of assessment and reporting is to improve student learning.

At Randwick Public School reporting is a planned process over the school year:

- Term 1: Interviews to share student's adjustment to the new grade and expectations, basic skill development, sharing of personal student information between parents and teachers and setting goals;
- Term 2: Formal written report on achievement and effort. Follow up interview is available as requested by parent or teacher; and
- Term 4: Formal written report on achievement and effort.

Formal reports aim to provide a plain English summation of the student's academic, creative, physical, personal and social growth in the school environment over a semester period. The report is a document which is highly valued for the information which it contains and the opportunity it provides for valuable, focused communication between the teacher, student, and parent.

Assessment of student progress is used to develop class and school programs which meet student's learning needs. Measuring student achievement for reports involves:

- Consistent teacher judgement achieved by comparing work samples across the grade and against syllabus standards;
- Ongoing assessment of class participation and completion of in-class tasks and homework; and
- Formal tests at the completion of a unit of work, term or semester.

In accord with state and federal government requirements, achievement has been ranked A-E for Years 1-6. Equally important is the information related to your child's effort and teacher's comment. Further information regarding your child's progress in relation to their peers is available from the school as required.

We encourage parents, carers, teachers and students to use this report to acknowledge and celebrate each child's learning progress and effort and work together to support future learning.

It is Department of Education and Training policy that assessment and reporting of student learning be undertaken formally and informally for all learners, including students with disabilities. Policy advice, curriculum planning, programming, assessing and reporting to parents K-12 is available at: <http://www.curriculumsupport.education.nsw.gov.au/timetoteach/policy.htm>

Kindergarten achievement descriptions

Achievement	Grade	Achievement Description
Working Beyond Grade	WB	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Working At Grade	WA	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Working Towards Grade	WT	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

Year 1-6 Achievement descriptions

Achievement	Grade	Achievement Description
Outstanding achievement of outcomes	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High achievement of outcomes	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Achieved expected outcomes	C	The student has a good knowledge and understanding of the main areas of content and has achieved a level of competence in the processes and skills expected for the grade.
Working towards expected outcomes	D	The student has a basic knowledge and understanding of the content and a low level of competence in the processes and skills expected for the grade.
Limited achievement of outcomes	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. The student is working from an individual learning plan.

Kindergarten- Year 6 Effort descriptions

Effort	Grade	Effort Description
Above grade expectation	1	Student consistently shows a superior effort in class tasks and attitude to learning.
Grade expectation	2	Student consistently shows an expected effort in class tasks and attitude to learning.
Below grade expectation	3	Student consistently shows little effort in class tasks and attitude to learning.