

REPORTING AND ASSESSMENT

The following information explains how teachers report on student progress. The aim is to provide informative reporting structures R-6. Parents are welcome to contact teachers at any stage during the year to discuss student progress or concerns.

Other opportunities for communication between parents and teachers include:

- Informal discussion by appointment, telephone conversations and interviews organised as required by parent/teacher.
Seesaw and/or Frog LMS

ASSESSMENT AND REPORTING SCHEDULE

Term 1

- Acquaintance Night - An open night for parents/families to meet teachers and receive information about the year ahead.
- PASM (Phonological Awareness Skills Mapping) - Reception
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Beginning of Year Benchmarking Screen: Reception – Year 6
- R-2 Little Learners Love Literacy Assessments
- Year 3 and 5 NAPLAN
- Year 2-6 Brightpath Writing Assessments
- Parent-teacher interviews

Parents are invited to attend an interview with the class teacher/s and specialist teachers to discuss student progress. The emphasis is on literacy and numeracy across the curriculum. Student work samples may include student goals and targets, student data and/or the outcomes of diagnostic testing.

Term 2

- DIBELS Middle of Year Benchmarking Screen: Reception – Year 6
- Mid-year Progress Reports – email/published to Community Portal
 - Reception: Non-graded progress report – formal report
 - Year 1-6: A-E grades – formal report

Term 3

- By teacher request parent/teacher interviews
- Year 1 Phonics Screening Check
- Year 3-6 Progressive Achievement Tests (PAT) Reading and Mathematics
- Year 2-6 Brightpath Writing Assessments
- R-6 Celebration of Learning

Term 4

- DIBELS End of Year Benchmarking Screen: Reception – Year 6
- End of Year Reports – email/published to Community Portal
 - Reception: Non-graded report – formal report
 - Year 1-6: A-E grades – formal report

Version: 2023

Review: 2024