



Document Name:

Assessment and Reporting
Policy

Approved Date:

April 2024

Assessment and Reporting Policy

Version: 1

Document Owner: Enkindle Village School
Next Review Date: April 2025

Last Modified By: Head of Curriculum
Last Modified on: April 2024



Document Name: Assessment and Reporting Policy
Approved Date: April 2024

Contents

1 Introduction	3
2 Purpose and scope of the policy	3
3 Definitions	3
4 Policy Details	4
5 Supporting Documents	8
6 Approval Details	8
7 Review History	8

Document Owner: Enkindle Village School
Next Review Date: April 2025

Last Modified By: Head of Curriculum
Last Modified on: April 2024



Document Name:

Assessment and Reporting Policy

Approved Date:

April 2024

1 Introduction

Enkindle, as a holistic educational philosophy, is dedicated to nurturing well-rounded individuals who are not only academically proficient but also socially aware, emotionally resilient, and creatively inclined. Our curriculum delivery is underpinned by our school values Curiosity, Engagement and Joy.

In accordance with national and broader contextual requirements and legislation, Enkindle follows the reporting guidelines provided by the Queensland Curriculum Studies Authority (QCSA). These guidelines ensure consistency and alignment with the Australian Curriculum V9.0 standards.

Enkindle adheres to the recommendations and requirements set forth by the Non-State Schools Accreditation Board (NSSAB). These recommendations inform the reporting framework and assist in determining the appropriate level of achievement, effort, attitude towards work, behaviour, and general comments for each student.

2 Purpose and scope of the policy

This policy and procedure provides guidelines for teachers, and expectations for all staff and students for assessment. Enkindle acknowledges these guidelines will promote equitable and credible outcomes, including academic integrity, to provide written and oral feedback on the progression of student achievement, as shaped by the Queensland Government compliance requirements, Privacy Legislation, and the Australian Curriculum, Assessment and Reporting Authority (ACARA).

3 Definitions

Assessment	The gathering/gaining of information about a student's learning to ascertain what a student knows, can do and understand. Its purpose is to inform practice, address individual needs, track progress and promote learning and growth.
Formative assessment	Assessment to gather insight about student learning during a unit to track student progress and inform instruction.

Document Owner: Enkindle Village School
Next Review Date: April 2025

Last Modified By: Head of Curriculum
Last Modified on: April 2024



Document Name: Assessment and Reporting Policy
Approved Date: April 2024

Summative assessment	Is the culmination of the teaching and learning process, giving the student the opportunity to demonstrate what has been learned.
Diagnostic Assessments	Pretests to determine how much current knowledge a student has about a topic.
Benchmark Assessments	Assessments given to large groups of students periodically to measure their progress towards achieving academic standards
Reporting	Is the sharing and communicating of information about a student's learning.

4 Policy Details

Assessment

To ensure effective Assessment practices are in operation, Enkindle ensures appropriate processes are in place for the following purposes:

- Identifying an individual student's learning needs
- Identifying starting points for teaching
- Diagnosing individual student's strengths and difficulties
- Applying appropriate intervention strategies
- Monitoring individual student's progress over time
- Tracking student's progress over time
- Promoting real and deep learning
- Probing student's understanding of key concepts
- Helping students see the progress they are making
- Reporting student achievement based on sound evidence and shared understanding

At Enkindle, we make use of appropriate assessment information from multiple sources to form and drive teaching and learning. As a whole-school approach, it is characterised by openness and collaboration and involve systematic collection and analysis of evidence of student learning as well as appropriate monitoring and reporting of student progress. Some of the procedures to ensure this occurs include:

- Collection of Evidence and Data

Using information gathered from a variety of high-quality assessment instruments over a period of time can help the teacher to create a detailed picture of a student's progress and achievement. The data needs to provide teachers with information that informs teaching

Document Owner: Enkindle Village School Last Modified By: Head of Curriculum
Next Review Date: April 2025 Last Modified on: April 2024



Document Name:

Assessment and Reporting Policy

Approved Date:

April 2024

and learning so that they can make appropriate adjustments to their practice. Comprehensive evidence and data gathering will take place throughout the learning process.

- Recording Data

Record keeping is an important part of the assessment process. Records of assessment are evidence that assessment has taken place. Records can provide the basis for forming judgements about student performance on multiple tasks, for assessing the reliability of the tasks and for mapping student progress. Recording also helps teachers reflect on their practice.

- Analysis of Data

All assessment information should lead to improvement in the student's learning. The teacher decides what information is valuable and how it can be used to enhance the student's learning.

- Student Improvement- Feedback

Learning is enhanced when teachers identify and work from individual student's current knowledge and skills rather than from what we expect them to know at their given age or year level. Appropriate assessment is essential to ensure teachers know where students are in their learning and can plan and implement appropriate strategies to improve the student's learning. Relevant and specific intervention or support programs are required to promote student improvement in learning.

Timely, relevant, and useable feedback is one of the most powerful ways of improving student achievement. It must be focussed on what the individual student needs to do to improve (i.e. task-involving) rather than on the learner and their self-esteem.

- Reporting of Student Progress

The general principle of the reporting at Enkindle is centred around the engagement and conversational reflections of student performance and therefore, the adaptation to the existing models reflects those of the conditions of our Mission and Values we uphold. To make judgements for reporting purposes, teachers consider a selection of evidence of student learning, provided through student responses to assessment. Teachers then make an informed, balanced judgement about the quality of the evidence across the assessable elements. Teachers will then moderate the evidence of student learning and compare their

Document Owner: Enkindle Village School
Next Review Date: April 2025

Last Modified By: Head of Curriculum
Last Modified on: April 2024

judgements in order to promote consistency across the school using the Enkindle Moderation Process.

At Enkindle, the reporting framework considers the following conditions:

- Level of achievement: Evaluates student performance based on the Australian Curriculum standards.
- Effort and Attitude towards work: Assesses the student’s diligence, engagement, and approach to learning.
- Behaviour: Assesses the student’s conduct and adherence to school values and expectations.
- General Comment: Provides an overall summary and reflection on the student’s progress and areas for improvement.

Formal reporting occurs twice a year in the form of a written report card using the levels of achievement as outlined in the following tables.

Achievement		
Prep	Year 1/2	Year 3-10
<ul style="list-style-type: none"> • Applying • Making Connections • Working With • Exploring • Becoming Aware 	<ul style="list-style-type: none"> • Very High • High • Sound • Developing • Support required 	<ul style="list-style-type: none"> • A • B • C • D • E

Levels of Achievement	
Applying / Very High	A Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding and application of skills.
Making Connections / High	B Evidence in a student’s work typically demonstrates a high level of knowledge and understanding and application of skills.
Working With / Sound	C Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding and application of skills.
Exploring / Developing	D Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding and application of skills.



Document Name: Assessment and Reporting Policy
 Approved Date: April 2024

Becoming Aware / Support required	E	Evidence in a student’s work typically demonstrates a very limited level of knowledge and understanding and application of skills.
	N	Insufficient evidence to make a judgement.

Informal reporting occurs a minimum of twice a year in the form of a scheduled Family Meeting to discuss any aspect of their child’s education and learning. This can also occur at any time of the year, where needed, and may include phone calls, emails, newsletters, assemblies, and school events.

Reporting Schedule

Type of Reporting	When it Occurs
Family Meetings	Term 1 Week 8
Report Card	Term 2 Week 10
Family Meetings	Term 3 Week 8
Report Card	Term 4 Week 10

- Reporting for Students on a Modified Learning Program (MLP)

Below are some of the situations where a modified program of learning might be warranted:

- a disability or learning difficulty that requires a modified program of one or more learning areas
- prolonged absences from school due to illness or other reasons
- delayed ‘typical’ development due to significant gaps in learning
- mental illness

In the instance a student requiring a modified program of learning, the Individual Education Plan (IEP) Process is followed which will clearly state the adjustments and conditions relating to assessment and reporting. Further to this, it will also be clearly stated on the student’s report card that they are not working at the level expected for their year and are on a modified learning program (MLP).

If the student requires a highly modified program of learning that does not relate to the national achievement standard, those programs are not required to be reported on a “five-point scale” and Enkindle will consider the most effective ways to report to families and others on what progress has occurred.

Document Owner: Enkindle Village School Last Modified By: Head of Curriculum
 Next Review Date: April 2025 Last Modified on: April 2024

5 Legislation and Supporting Documents

- *Education (General Provisions) Act 2006*
- *Education (Accreditation of Non-State Schools) regulation 2017*
- *Australian Education Regulation 2013*
- *Privacy Act 1988*
- ACARA, The Shape Paper for the Australian Curriculum v. 4.0 (2012)
- *Disability Discrimination Act* Disability Standards (NCCD)
- The Queensland Curriculum and Assessment Authority (QCAA) – Reporting Guidelines
- Guidelines for educational programs (NSSAB)
- ISQ Reporting Considerations
- Enkindle Privacy Policy
- Enkindle Inclusive Education Policy
- Enkindle Individual Education Plan (IEP) Process
- Enkindle Moderation Process
- Enkindle Reporting Template

6 Approval Details

Policy Delegate	Principal / Head of Curriculum
Approval Authority	TISAI Committee
Version Number	1
Date for next review	April 2025

7 Review History

Version	Date	Reviewed by	Modifications