

ASSESSMENT AND REPORTING POLICY

Statement

Enkindle Village School 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, Autonomy, and Joy. In accordance with national and broader contextual requirements and legislation, Enkindle Village School follows the reporting guidelines provided by the Queensland Curriculum and Assessment Authority (QCAA). These guidelines ensure consistency and alignment with the Australian Curriculum Achievement Standards using A-E standards and support twice-yearly reporting to parents. Enkindle Village School adheres to the recommendations and requirements set forth by the Non-State Schools Accreditation Board (NSSAB) that inform the reporting framework and assist in determining the appropriate level of achievement, effort, attitude towards work, behaviour, and general comments for each student.

Purpose and Scope

This policy and procedure provides guidelines for teachers, and expectations for all staff and students for assessment. Enkindle Village School 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).

Status: Version 2	Supersedes: Version 1
Authorised by: Board Chair	Date of Authorisation: August 2025

References

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 Act
 The Queensland Curriculum and Assessment Authority (QCAA) – Reporting Guidelines
 Guidelines for educational programs (NSSAB)
 ISQ Reporting Considerations
 Enkindle Village School Privacy Policy
 Enkindle Village School Inclusive Education Policy
 Enkindle Village School Individual Learning Plan (IEP) Process
 Enkindle Village School Moderation Process
 Enkindle Village School Reporting Template

Review Date: Annually	Next Review Date: August 2026
Policy Owner: Townsville Independent School Association Inc.	

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 To gather insight about student learning during a unit to track student progress and inform instruction.

Summative Assessment The culmination of the teaching and learning process, giving the student the opportunity to demonstrate what has been learned.

Diagnostic Assessment Pretests to determine how much current knowledge a student has about a topic.

Benchmark Assessment Given to large groups of students periodically to measure their progress towards achieving academic standards

Reporting Sharing and communicating of information about a student's learning.

Policy

Assessment

To ensure effective assessment practices are in operation, 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 Village School 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 involves 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 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 Village School 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 judgment about the quality of the evidence across the assessable elements. Teachers will then moderate the evidence of student learning and compare their judgments in order to promote consistency across the school using the Enkindle Village School Moderation Process.

At Enkindle Village School, the reporting framework considers the following conditions:

- Level of achievement: Evaluates student performance based on the Australian Curriculum Achievement 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 table.

Informal reporting occurs a minimum of twice a year in the form of a scheduled and unscheduled family meetings 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, and school events.

Reporting Schedule

- Report cards sent via uEducateUs

- Friday 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
- Delayed 'typical' development due to significant gaps in learning
- Mental illness

In the instance of a student requiring a modified program of learning, the Individual Learning Plan (ILP) Process is followed that clearly states 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).



*All children can be capable and free-thinking contributors in their world
when offered a voice and choice in learning.*

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

Calibration and Moderation Process

The Enkindle Village School leadership team and teachers are committed to facilitated moderation processes and participation in professional conversations during the teaching and learning cycles.

Calibration will take place prior to giving students the assessment task so that clarity about the expectations of student work is consistent and appropriate to the Achievement Standards. Staff will participate in professional discussions about the cognitive verbs and the qualifiers, and their meanings. Staff will also revisit the calibration process during the marking process to ensure their judgments are in line with their initial discussions and agreed expectations.

Moderation is reflected in the three levels of curriculum, assessment, and reporting. Teachers will utilise the moderation processes to build a deep understanding of the Australian Curriculum, build assessment literacy, and support consistency of teacher judgments and accuracy of reported results against the relevant Achievement Standards.

Our whole school approach to moderation involves teachers engaging in professional conversations. Staff will meet with other teachers to cross-mark student work to ensure a consistent approach to marking. Staff will use a moderation reporting document to identify their confirmation of results or if further discussion is required for challenged results.

Ongoing **Professional Learning** will be offered to support staff with the Calibration and Moderation process, and their understandings of the Achievement Standards and Content Descriptors in the Australian Curriculum. staff are encouraged to participate in external professional learning opportunities provided by QCAA, ISQ, and other providers and schools where possible.

The Learning Support Teachers and school Leadership are involved in the ISQ **NCCD Moderation Rural and Remote** professional learning and process with blind moderation and feedback of ILPs provided.