

Australian Islamic College of Sydney

K-12 Assessment and Reporting



Australian Islamic College of Sydney policies have a commitment to Australian Islamic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

POLICY REVIEW

The policy will be reviewed not less frequently than once every two years.

POLICY DATES			
Implemented	February 2022	Reviewed	13/02/2023 FEB 2025
Next Review Due	February 2027		
POLICY OWNER		POLICY APPROVER	
Mohammed Riaaz Ali PRINCIPAL		School Board	

ASSESSMENT POLICY

Australian Islamic College of Sydney is committed to ensuring that student assessment is an ongoing process aimed at determining a student's level of achievement against outcomes and standards for each Key Learning Area. Student assessment will inform future direction for planning and teaching. This will maximise a student's capability to progress along a learning continuum and to reach their maximum potential. Assessments use the principles of *assessment of learning*, *assessment for learning* and *assessment as learning*.

Australian Islamic College of Sydney believes students have a vital role in their own learning and achievement through self-assessment.

PROCEDURE

Assessments will:

- Ensure criteria are developed by year group or subject teachers in assessing.
- Provide opportunities for teachers to gather evidence of student understanding.
- Provide opportunities for students to demonstrate their knowledge, understanding and skills achievement.
- Involve formal and informal assessment activities.
- Include clear goals which are communicated to students and provide effective feedback to motivate the learner.
- Involve teachers, students and parents in interactions at various stages of learning.
- Include self-assessment, which will encourage students to take responsibility for their own learning and set their own learning goals to feel empowered.
- Enable teachers to use professional judgement to provide effective feedback for learning goals and pathways catering to each individual student's needs.
- Be in the form of teacher observations, peer and self-assessment, and collaborative activities for K-12. This includes inquiry-based research, practical activities, presentations and collections of student work.
- Be embedded in teaching and learning programs
- Assessment plans will be developed for each grade in each KLA

Teachers can refer to the following NESA website to ensure that they comply with NESA requirements in conjunction with the College's policy and procedures:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

REPORTING

POLICY

Australian Islamic College of Sydney is committed to providing information about a student's progress toward the achievement of outcomes in each Key Learning Area. The College will provide opportunities for communication between parents, educators, students and outside groups. The College is committed to a transparent approach to reporting.

Guiding Principles

Reporting should:

- reflect a belief that all students can improve, progress and achieve success in learning
- be an integral part of the teaching and learning cycle
- be inclusive of and reflect the needs of all students in relation to reporting requirements
- be valid and reliable with evidence based on a variety of contexts allowing for on-balance judgement
- summarise a student's progress, areas for improvement and achievement of syllabus outcomes
- at a point in time, be based on a collection of evidence/data that is built up over time
- be a formal process that provides feedback to students and parents about a student's progress, areas for improvement and achievements
- be part of an ongoing process where reporting progress is monitored over time

PROCEDURE

- Reports are compiled four times a year for each student from Kindergarten to Year 10 and Y12 at the end of each term.
- 2 reports are semester reports and another 2 reports are interim reports
- Year 11 receives 3 reports in the year (2 semester and 1 interim)
- Students attendance data is included in the report
- K-6 Reports are distributed at parent-teacher interviews in Semester 1. Semester 2 reports are distributed three days prior to the end of the term, allowing an opportunity for a parent meeting if desired.
- Each grade must have an Assessment Schedule for every term, outlining the type of assessment tasks, the weighting, the outcomes assessed and an approximate timeline of the assessment. Refer to Student Assessment Handbook and Course Outlines
- Years 7-12 Reports are distributed via the Parent Portal on SEQTA.
- Comparative information for each grade is provided to the parents.
- For K-6, formal parent-teacher interviews are conducted in Term 2 and Term 3.
- For Years 7-10, formal parent-teacher interviews are held in Term 2 and Term 3.

- For Year 12, formal parent-teacher interviews are held in Term 4 (prior year), Term 2 and Term 3.
- For Year 11, formal parent-teacher interviews are held in Term 2 and Term 3.
- Additional parent-teacher meetings to further review student progress are held throughout the year as required.
- Parent Information Sessions (K – 12) are held at the beginning of Term 1 to provide information about assessments, reporting, attendance, discipline and all other school and NESA requirements.

ASSESSMENT PRACTICE

Students and Parents from year 7 – 12 are provided with the Assessment Handbook and Guidelines. Student also have access to this booklet on Microsoft Teams. A copy of this booklet is also available to parents and guardians.

This details the organisational of assessments for each year level

- Number of assessment task in a year
- Types of assessment tasks
- Components and weighting of tasks

Scheduling of tasks

Teachers use a range of assessment strategies to make accurate and balanced judgements about their students' performance.

These may include but are not limited to:

Formative assessments – monitoring progress during a learning task.

Summative assessments – establish the level of achievement at the end of a unit of study

- Open-ended tasks
- Depth Study
- Field Study
- Trial Examination
- Standardised tests such as NAPLAN
- Quizzes
- Student-teacher conferences
- Teacher-constructed tests and/or assessments
- Oral and/or Digital presentations
- Research-based assignments
- Formal examinations.

ROLES AND RESPONSIBILITIES

All stakeholders of the AICS educational community have a shared responsibility to participate fully in the Assessment and Reporting processes.

Executives

Ensure that the Assessment and Reporting policy and procedures are fully implemented.

Develop and maintain processes and organisation all arrangements to facilitate effective monitoring of student learning, which includes both summative and formative assessments;

Ensure that teachers have access to professional learning in assessment procedures.

Provide opportunities for collaboration between teachers to ensure consistency of judgements.

Teachers

Ensure that their assessment practice meet the requirement of this policy;

Ensure that students understand and are involved in the assessment process;

Exercise their professional judgement when monitoring students' progress and Determining grades for reporting;

Provide valid feedback to enhance future learning;

Maintain accurate and accessible records in SEQTA Markbook and their own Spreadsheets;

Ensure that reports to parents are written in plain language and are easily understood by parents;

Design assessments that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts.

Students

- Make an honest and genuine attempt at all assessment tasks
- Ensure that due dates are strictly followed
- Make constructive and honest assessments of their own learning
- Follow up on the feedback provided by the teacher
- Reflect and respond for future improvements
- Understand plagiarism and its implications.

Parents

- Attend information sessions and parent/teacher interviews.
- Communicate relevant information that may affect their child's ongoing learning.
- Maintain contact with teachers in relation to their child's progress and ways to assist their learning;

Reporting

Reporting is to communicate with the stakeholders about the information obtained from assessments. Ongoing communication throughout the year is critical to ensure that the stakeholders, in particular the parents, are kept informed of their child's progress. It also provides an opportunity for parents to inform the school of any developments at home that might impact the child's learning.

Parents and Carers

Parents and Carers are provided with two formal reports and two interim reports for each of their child a year. The report includes:

- teacher comments;
- student achievements in each subject;
- outcomes assessed;
- approaches to learning.

Additional Reporting

In Addition to formal reports, teachers report informally in a variety of ways, including

- Parent teacher discussions
- Telephone discussions between parents and teachers
- Communications through parent portal in SEQTA
- Correspondences from teachers through letters to advice parents about successes (awards)and concerns
- Information sessions about teaching and learning program

Student achievement for each KLA (K -10) is reported using the following descriptors: Year 11 common grade scales are in the curriculum policy.

Achievement	Grade	Marks	Achievement Descriptors
Outstanding	A	90 - 100	This level indicates outstanding achievement in the course. The student has 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	B	70 - 89	This level indicates a high level of achievement in the course. 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.
Sound	C	50 - 79	This level indicates sound achievement in the course. The student has a sound knowledge and understanding of the main areas of the content and has achieved an adequate level of competence in the processes and skills.
Basic	D	30 - 49	This level indicates basic achievement in the course. The student has a basic knowledge and understanding of the

			content and has achieved a limited level of competence in the processes and skills.
Elementary/Limited	E	< 30	This level indicates elementary achievement in the course. 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.

EDUCATIONAL REPORTING

The Principal will prepare the School Annual Report to disclose publicly the educational measures and policies of the College as identified by the Minister and to provide data to the Minister that is relevant to any Ministerial report to Parliament on the effectiveness of schooling in the state should such data be required.

ASSESSMENTS AND EXAMINATIONS

The College implements a variety of tasks for assessments across each grade.

Primary School (Years K – 6)

There is a minimum of one formal assessment task per topic. There are also two examinations; Semester 1 Examination in Term 2 and Semester 2 Examination in Term 4.

Secondary School (Years 7- 12)

There are a variety of formal assessment tasks per year, which include:

- Task 1: Held in Term 1 and assessed content up to and including Term 1.
- Task 2: Semester 1 examinations are held in Term 2 and assess content up to and including Term 1 and Term 2.
- Task 3: Investigative or project-based task
- Semester 2 examinations are held in Term 4 and assess content up to and including Term 3 and Term 4.
- The total of assessments in a year equates to 100%.

ASSESSMENT NOTIFICATION

- Students are provided with an Assessment Notification of their task at least 3 weeks (Primary) and 2 weeks (Secondary) prior to the task due date.
- Year 12 ongoing Personnel Interest Projects in Society and Culture and Multimedia; Task notification is given at the beginning of the year.
- This notification outlines the nature of the task, the weighting, the relevant dates, the outcomes assessed, instructions and a marking rubric.
- The assessment notification also outlines the process for extenuating circumstances (in the instance of illness or misadventure).

- Submission of tasks can be made either in hard copy or via an online method, determined by the classroom/subject teacher.
- The submission time is strictly by 3:00 pm for primary school (K – 6) and 8:50 am for Secondary School (7 – 12)

EXTENUATING CIRCUMSTANCES – ILLNESS OR MISADVENTURE

An extension to complete the assessment may be granted with a dated and detailed Medical Certificate to legitimise the extenuating circumstance. This Medical Certificate must be provided on the day of returning to school. Without a Medical Certificate, the assessment may be penalised with a deduction of 10% each day (Primary School) and 20% each day (Secondary School). This includes weekends.

PLAGIARISM AND ACADEMIC DISHONESTY

AICS has a zero-tolerance policy for plagiarism and malpractice. Students who are found to have plagiarised may receive a zero for their assessment mark and be required to resubmit the task.

If students are found to be communicating, cheating, possessing a phone in the room or other inappropriate actions during any class tests or exams, this may result in a mark of 0 for that examination and disciplinary repercussions.

NOTE:

Subject Assessment Schedules and Scope and Sequences may change. If this occurs, students, parents and guardians will be notified.