



SYDNEY JAPANESE
INTERNATIONAL
SCHOOL
シドニー日本人国際学校

Assessment and Reporting Policy

Assessment and Reporting Policy

1. Purpose

This policy outlines the principles and practices of assessment and reporting at **Sydney Japanese International School (SJIS) International Division**. It ensures assessment is conducted in a fair, consistent, and educationally sound manner, aligned with the **NSW Education Standards Authority (NESA)** requirements. It reflects the unique bilingual and bicultural setting of SJIS, which delivers both the NSW and Japanese curricula.

2. Principles of Assessment

Assessment at SJIS adheres to NESA's core assessment principles. All assessment is:

1. **Valid** – Clearly linked to syllabus outcomes and content.
2. **Reliable** – Provides accurate and consistent information about student achievement
3. **Fair** – Accommodates individual student circumstances, including cultural and language backgrounds.
4. **Flexible** – Includes a range of assessment types suited to different learning styles and contexts.
5. **Developmental** – Supports progression in student learning.
6. **Transparent** – Clearly communicated in terms of purpose, process, and criteria.
7. **Educative** – Enhances learning by identifying strengths and areas for improvement.

3. Types of Assessment

SJIS employs both **formative** and **summative** assessments across all learning areas, including in both the NSW and Japanese curriculum streams:

- **Formative Assessment (Assessment for Learning):** Conducted during learning to provide feedback and guide instruction.
- **Summative Assessment (Assessment of Learning):** Conducted at key points to evaluate achievement against learning outcomes.

4. Assessment Practices

- Assessment tasks are aligned with NESA syllabus outcomes and tailored to meet student needs.
- A variety of assessment strategies are used (e.g. observations, written tasks, projects, tests, practical activities).
- Assessment schedules and task outlines are communicated to students and parents at the beginning of each term or semester.
- Teachers provide students with clear success criteria and rubrics.
- Adjustments are made for students with additional needs or for whom English is an additional language (EAL/D), in accordance with NESA guidelines.

5. Record Keeping and Moderation

- Teachers keep accurate and secure records of student performance in the school's central database - Sentral - Markbook (Inter Division) and Japanese database. Each teacher is responsible for record keeping for their class.
- Assessment data is used to inform teaching, learning, and reporting.
- Collaborative moderation is conducted regularly to ensure consistent teacher judgment and accurate grading.

6. Reporting to Parents and Carers

SJIS ensures open, consistent, and meaningful communication about student progress:

Reporting to parents and carers International Division

- **Formal Reports:** Issued twice per year, aligned with NESA expectations, including A–E grades for Years 1–10 in relevant key learning areas. Reports are made available to parents and carers via our central database system - Sentral, in term 2 and 4 (NSW school year, International Division only)
- **Parent-Teacher Conferences:** Held twice annually to review progress and set learning goals. Interviews are conducted in terms 1 and 3 (NSW school year, January to December)
- **Ongoing Communication:** Regular updates provided through digital platforms, work samples, newsletters, and informal discussions.

Reporting to Parents and Carers Japanese Division:

- **Formal Reports:** Issued twice per year. Reports are made available to parents and carers as a hard copy in term 2 and 4 (Japanese school year)
- **Parent-Teacher Conferences:** Held twice annually to review progress and set learning goals. Interviews are conducted in terms 1 and 3 (Japanese school year)
- **Ongoing Communication:** Regular updates provided through digital platforms, work samples, newsletters, and informal discussions.

Reports will include:

- Achievement in relation to syllabus outcomes
- Levels of effort and engagement
- Personal and social development
- Suggested strategies for continued learning

7. Roles and Responsibilities

- **Teachers:** Design and implement quality assessments, provide meaningful feedback, maintain accurate records, and communicate student progress effectively.
- **Students:** Participate actively in learning and assessments, reflect on feedback, and strive for improvement.
- **Parents and Carers:** Support learning at home, engage in school communication, and collaborate with teachers.
- **School Leadership:** Support staff with professional learning and ensure compliance with NESA policies and school standards.

Communication

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at staff briefings/meetings
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

8. Review Cycle

This policy will be reviewed every **three years**, or earlier as required by updates to NESA guidelines or changes in school priorities.