



## Assessment and Reporting Guidelines

### RATIONALE

St Helena's Catholic Primary School is dedicated to providing the highest quality teaching and learning programs, aiming to nourish each child's learning journey in a safe environment. Our approaches help students reach their full potential as engaged, collaborative, and lifelong learners. We implement a curriculum that meets the diverse learning needs of all students, promoting the integration of faith and life in individuals, culture, and society. Assessment of student learning is an integral part of our teaching and learning cycle, aligned with SCSA requirements, ensuring comprehensive student assessment and reporting processes.

### CURRICULUM

To meet the learning needs of all students, St Helena's Catholic Primary School implements the Pre-Primary to Year 10 Western Australian Curriculum in accordance with:

- The *Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting*
- The Principles of Learning, Teaching and Assessment detailed within the outline.

In relation to Kindergarten:

- *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)* describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school
- The *Kindergarten Curriculum Guidelines* guide educators to develop Kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the *EYLF* to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning, (*School Curriculum and Standards Authority, Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy*).

### KEY TERMS

**Assessment:** is the process of gathering information about students and their learning, and using the data gathered to make judgements about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.

*(School Curriculum and Standards Authority, 2014)*

**Reporting:** is the process of formally and informally communicating student achievement to parents, caregivers and students. (*School Curriculum and Standards Authority, 2014*)

## PRINCIPLES

Assessment at St Helena's Catholic Primary School is ongoing, fair and educative, and occurs in a variety of forms. The assessment of student learning is used to inform whole school curriculum planning, including approaches to literacy and numeracy instruction.

Assessment of student learning is based on the following principles:

- Assessment is carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning. Valid and ongoing assessment enables teachers to plan programs that challenge students to go beyond what they already know, understand and can do.
- Assessment provides feedback that assists students in learning and informs teacher planning. Assessment is comprehensive and balanced across various domains of learning. It also provides opportunities for students to learn to assess and evaluate their own learning in a way that further extends that learning.
- Assessment practices align with the curriculum and should be designed to clarify student learning, establish where individual students are in their learning, diagnose details of student learning (eg. gaps in knowledge and understanding), and to monitor learning progress across the years of school.
- Assessment takes into account the diverse needs of students and their varied learning styles. It is based on the integration of a range of types and sources of evidence.
- Assessment leads to both informative and informed reporting. Teachers provide an accurate summary of the formative and summative assessment information collected for each student in their care based on judgements of student achievement that are sound and reliable. Students should receive frequent, constructive feedback that supports further learning.
- Assessment leads to school-wide evaluation processes. Assessment assists teachers and school leaders to understand current and past student achievement levels, to be explicit about targets for improvement and to be explicit about how progress towards those targets will be monitored.

## ORGANISATION

### Student Assessment

Students at St Helena's Catholic Primary School undertake formalised assessments throughout the year, including but not limited to:

- Speech and OT Screening (Kindergarten)
- On-Entry Assessment (Pre-Primary)
- Maths Assessment Interview [MAI] (Pre-Primary – Year 2)
- Burt Word Test (Year 1)
- Australian Government Phonics Check (Year 1)
- Soundwrite Testing (Pre-Primary – Year 3)
- Acadience (Pre-Primary – Year 6)
- PAT-R Comprehension and PAT Maths (Year 1 to Year 6)
- Religious Education Assessment (Year 3 and Year 5)
- NAPLAN (Year 3 and Year 5)
- Visual Spatial SPM Test (Year 3)
- ACER Test of Learning Ability (Year 4)
- Acer General Ability Test (Year 3 – Year 6)

## Achievement in Learning Areas

Reports are designed to provide, in plain language, an accurate and objective assessment of a student's progress and achievement. The grading scale will outline a student's knowledge, understanding and skill level within the nine Learning Areas and reflects a student's achievement for work undertaken during a particular semester.

The five-point grading scale for mid year and end of year reports is as follows:

Pre-Primary:

### **Excellent** –

The student demonstrates **excellent** achievement of what is expected for this year level

### **High** -

The student demonstrates **high** achievement of what is expected for this year level

### **Satisfactory** –

The student demonstrates **satisfactory** achievement of what is expected for this year level

### **Limited** –

The student demonstrates **limited** achievement of what is expected for this year level

### **Very Low** –

The student demonstrates **very low** achievement of what is expected for this year level

Year 1 to Year 6:

**A** - The student demonstrates **excellent** achievement of what is expected for this year level

**B** - The student demonstrates **high** achievement of what is expected for this year level

**C** - The student demonstrates **satisfactory** achievement of what is expected for this year level

**D** - The student demonstrates **limited** achievement of what is expected for this year level

**E** - The student demonstrates **very low** achievement of what is expected for this year level

## Reporting Cycle

- Term One: Compulsory Parent-Teacher Meetings  
Case Conference Meetings for Parents/Caregivers of Students on an IEP
- Term Two: Mid Year Individual Student Report  
Mid Year Kindergarten Progress  
Review Meetings for Parents/Caregivers of Students on an IEP  
Parent-Teacher Meetings (as required)
- Term Three: Parent-Teacher Meetings (as required)  
Open Night/Learning Journey  
Case Conference Meetings for Parents/Caregivers of Students on an IEP
- Term Four: End of Year Individual Student Report  
Portfolios and/or Memory Books (Pre-Kindergarten and Kindergarten)  
End of Year Progress Report (Kindergarten)  
Review Meetings for Parents/Caregivers of Students on an IEP

Parent-Teacher Meetings may be initiated by either parents/caregivers or teachers on a needs basis throughout the year. This may include regular contact to support students who are facing difficulties related to learning, behaviour and social/emotional wellbeing.

## Informal Reporting

- Emails and phone calls to parents/caregivers
- Digital Portfolio (Seesaw)
- Class and School Newsletters
- Merit Certificates and Awards
- Parent interviews/case conferences
- Informal conversations and open classrooms
- Work samples in class workbooks, files and digital platforms.

## ADDITIONAL SUPPORT AND MODIFIED REPORTING

Some students may receive additional support from Specialist Support Staff for Literacy, Numeracy, English as an Additional Language/Dialect (EALD) and/or Students with Disabilities. In these instances, a student may have an Individual Education Plan (IEP), Integrated Learning Plan (ILP) or English and an Additional Language or Dialect Plan (EAL/DP). For these students, schools may report on a student's progress/achievement in terms of the modified curriculum in consultation with parents/caregivers.

During the semester, some students may receive additional support for Specialist Support Teachers for Literacy, Numeracy and/or Special Education and this could be identified in formal reports and during parent and teacher interviews.

Where students have been absent from school for an extended period and have missed key assessments, the teacher shall, following consultation with the Principal, inform the parents/caregivers that an achievement grade can not be determined. Where possible, a comment stating what has been achieved will be included in the student's report.

## RELATED DOCUMENTATION

- *Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting (School Curriculum and Standards Authority)*
- St Helena's Catholic Primary School Assessment Schedule
- Catholic Education of Western Australia Assessment Schedule

SOURCE OF AUTHORITY	
<b>CECWA Policy</b>	<i>Education</i>
<b>Executive Directive</b>	<i>Curriculum, Assessment and Reporting</i>
<b>Originally Released</b>	<i>2021</i>
<b>Last Review</b>	<i>2025</i>
<b>Next Review</b>	<i>2026</i>