

Assessment and Reporting Procedures



Our Lady of Fatima School

1. Purpose

Assessment and reporting are vital components of the teaching and learning cycle. They assist educators to gauge the development of student academic skills, as well as the skills to collaborate, innovate, create, appreciate and think critically. Assessment and reporting assist students, staff and parents to monitor student progress with their learning, as well as informing school curriculum decisions, including whole-school approaches to literacy and numeracy.

SOURCES OF AUTHORITY	
CECWA Policy	Education Policy
Executive Directive	Curriculum, Assessment and Reporting

2. Scope

These procedures apply to all students in Pre-Primary to Year 6. The Principal, in consultation with teaching staff, must develop school-based assessment and reporting plans that comply with system requirements for reporting in Religious Education and comply with the requirements of School Curriculum and Standards Authority [SCSA] for students in Pre-primary to Year 6.

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.

3. Definitions

- “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” (SCSA, 2016, p. 2). Teachers assess students to provide them with feedback of their learning, to assist them in their personal growth and to help them set goals for their own development. Assessment data helps staff at Our Lady of Fatima School make decisions about future learning programs and is the way our teachers are accountable when reporting to parents and the wider community.
- “Reporting is the process of formally and informally communicating student achievements to parents, carers and students” (SCSA, 2016, p. 2). Reporting takes many different forms during a school year and occurs formally and informally. It is one way that parents and teachers work together to improve the learning outcomes for all students in our care.

4. Procedures

- Our Lady of Fatima 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*:
https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0004/321754/Reporting-Pre-primary-to-Year-10-2016.pdf.

Assessment

- Assessment at Our Lady of Fatima School follows SCSA’s *Principles of Assessment*, in that assessment:
 - is an integral part of teaching and learning
 - is educative
 - is fair
 - is designed to meet specific purposes
 - leads to informative reporting; and
 - leads to school-wide evaluation processes.
- Teachers complete ongoing formative assessments throughout learning cycles and provide feedback to students in multiple ways. One key way that teachers show student learning progress is through the use of Seesaw.
- Students at Our Lady of Fatima School undertake formalised assessments throughout the year, which are included in the assessment and reporting schedule (appendix 1).

Reporting

- Assessment provides teachers with information to report to parents. Reporting communicates student achievement and progress, as well as providing recommendations for future learning.
- Reporting student progress occurs in numerous ways at Our Lady of Fatima School, which are shown on the assessment and reporting schedule (appendix 1). Informal ways of reporting include parent information evenings, parent-teacher meetings and the Seesaw app as a way of communicating progress between the teacher, parents and students.

- Parent-Teacher Meetings may be initiated by either parents/carers or teachers on a needs basis throughout the year.
- Student results are disseminated to parents from the Bishops' Religious Literacy Assessment and NAPLAN when they become available.
- Formal reports will be provided at the end of each semester. Student achievement will be reported using a five-point scale. The components of the formal report will meet the Policy Standards for *Pre-Primary to Year 10: Teaching, Assessment and Reporting*.
- As requested from the parents/carers, teachers will provide information on how a student's achievement compares with the student's peer group at the school.
- Formal reports will provide an accurate and objective assessment of the student's progress and achievement. Teachers make reporting judgements based on the achievement standards from the WA Curriculum (<https://k10outline.scsa.wa.edu.au>), which describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. In the mid-year reports, teachers make a professional judgement regarding the level of achievement that the student is demonstrating relative to the Achievement Standard to that point in time.

In Pre-Primary:

- The following five-point scale is used in Pre-Primary reports to report student achievement:
 - The student demonstrates excellent achievement of what is expected for this year level.
 - The student demonstrates high achievement what is expected for this year level.
 - The student demonstrates satisfactory achievement of what is expected for this year level.
 - The student demonstrates limited achievement of what is expected for this year level.
 - The student demonstrates very low achievement of what is expected for this year level.
- Students will receive an overall grade and a breakdown of grades for each of the strands of English and Mathematics. The teacher will provide a description of the expected standard for each strand.
- Students will receive an overall grade for Religious Education, Health, Physical Education, Science, Italian, Performing Arts, Visual Arts and Humanities and Social Sciences. STEM will be reported on either from the strand of digital technologies or design technologies.
- An assessment of student's effort and attitude/behaviour in each learning area will be provided.
- Teacher assessment of the student's progress in personal and social learning will be included, as well as an overall teacher comment.


In Years 1 to 6:

- The following five-point scale is used in Years 1-6 reports to report student achievement:
 - 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
- Students will receive an overall grade and a breakdown of grades for each of the strands of English and Mathematics. The teacher will provide a description of the expected standard for each strand of these areas.
- Students will receive an overall grade for Religious Education, Health, Physical Education, Science, Italian, Performing Arts, Visual Arts and Humanities and Social Sciences. STEM will be reported on either from the strand of digital technologies or design technologies.
- An assessment of student's effort and attitude/behaviour in each learning area will be provided.
- An overall teacher comment will be provided.

Modified Reporting:

- For students on an Individual Education Plan (IEP), teachers report against individualised goals decided upon in consultation with parents, a consultant from the Students with Disabilities team from Catholic Education WA, and any therapists or parties who work with the child.
- The leadership team coordinate a case meeting twice a year (and as needed) as a way of identifying these objectives and developing a modified curriculum. Our Lady of Fatima School uses the Abilities Based Learning Western Australia [ABLEWA] assessment tool and curriculum to support this process if students require significant curriculum adjustments. The objectives and curriculum are documented on an IEP, which is then used to report on student progress.

Authorised by	Jacinta Petersen	Signature	
		Date	1 Dec 2023
Effective Date	1 January 2024	Next Review	1 Dec 2026

APPENDIX 1

OLOF ASSESSMENT MATRIX AND REPORTING 2024

	Term 1	Term 2	Term 3	Term 4
Pre-Kindy		<ul style="list-style-type: none"> Parent Teacher Interview 	<ul style="list-style-type: none"> Open Afternoon 	<ul style="list-style-type: none"> Parent Teacher Interview
Kindy	<ul style="list-style-type: none"> See PLD schedule 	<ul style="list-style-type: none"> Parent Teacher Interview See PLD schedule 	<ul style="list-style-type: none"> Health Nurse Screening Speech Screen: Fremantle Speech Pathology Services See PLD schedule 	<ul style="list-style-type: none"> Parent Teacher Interview See PLD schedule
Pre-Primary	<ul style="list-style-type: none"> On-Entry Assessment Seesaw- Minimum 1 English task with marking key/rubric OT Assessment: Lil Peeps OT Brightpath- Recount (administer Wk 7 & 8 and complete teacher judgements by Wk 9) See PLD schedule Parent Teacher Interview 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report See PLD schedule 	<ul style="list-style-type: none"> Open Afternoon Seesaw- Minimum 1 English task with marking key/rubric Brightpath- Recount (administer Wk 4 & 5 and complete teacher judgements by Wk 6) See PLD schedule 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric On-Entry Assessment for at-risk students Seesaw- Minimum 1 English and 1 Mathematics task Formal Report See PLD schedule
Year One	<ul style="list-style-type: none"> Maths Assessment Interview- Number Burt Word Reading Concepts about Print Hearing and Recording Sounds in Words (Revised) Running Records of Oral Reading Seesaw- Minimum 1 English task with marking key/rubric Brightpath- Recount (administer Wk 7 & 8 and complete teacher judgements by Wk 9) See PLD schedule Parent Teacher Interview 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report See PLD schedule Optional- Brightpath- Writing- Narrative (administer Wk 4 & 5 and complete teacher judgements by Wk 6) 	<ul style="list-style-type: none"> Open Afternoon Seesaw- Minimum 1 English task with marking key/rubric Brightpath- Writing- Information Report (administer Wk 7 & 8 and complete teacher judgements by Wk 9) Year 1 Phonics Check See PLD schedule 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric South Australian Spelling Formal Report PAT-Maths- Week 2 PAT-Reading- Week 3 Running Records of Oral Reading Sounds Write assessment (At-Risk Students) See PLD schedule. Optional- Brightpath- Writing- Persuasive (administer Wk 4 & 5 and complete teacher judgements by Wk 6)
Year Two	<ul style="list-style-type: none"> Maths Assessment Interview- Number (At-Risk Students) Students text level 15 or less – Burt Word Reading, Concepts about Print, Hearing and Recording Sounds in Words (Revised) 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report See PLD schedule Optional- Brightpath- Writing- Narrative (administer Wk 4 & 5 and complete teacher judgements by Wk 6) 	<ul style="list-style-type: none"> Open Afternoon Seesaw- Minimum 1 English task with marking key/rubric Brightpath- Writing- Information Report (administer Wk 7 & 8 and complete teacher judgements by Wk 9) 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric South Australian Spelling PAT-Maths- Week 2 PAT-Reading- Week 3 AGAT Sounds Write assessment (At-Risk Students)

	<ul style="list-style-type: none"> Seesaw- Minimum 1 English task with marking key/rubric Brightpath- Book review (administer Wk 7 & 8 and complete teacher judgements by Wk 9) See PLD schedule PAT Maths and Reading- new students South Australian Spelling- new students Parent Teacher Interview 	complete teacher judgements by Wk 6)	<ul style="list-style-type: none"> See PLD schedule 	<ul style="list-style-type: none"> Formal Report See PLD schedule Optional- Brightpath- Writing- Persuasive (administer Wk 4 & 5 and complete teacher judgements by Wk 6)
Year Three	<ul style="list-style-type: none"> Maths Assessment Interview- Number (At-Risk Students) Seesaw- Minimum 1 English task with marking key/rubric NAPLAN See PLD schedule PAT Maths and Reading- new students South Australian Spelling- new students Parent Teacher Interview 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report See PLD schedule Optional- Brightpath- Writing- Narrative (administer Wk 4 & 5 and complete teacher judgements by Wk 6) 	<ul style="list-style-type: none"> Archbishop's Religious Education Assessment Seesaw- Minimum 1 English task with marking key/rubric Open Afternoon Brightpath- Writing- Information Report (administer Wk 7 & 8 and complete teacher judgements by Wk 9) See PLD schedule 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report PAT-Maths- Week 2 PAT-Reading- Week 3 South Australian Spelling AGAT Sounds Write assessment (At-Risk Students) See PLD schedule Optional- Brightpath- Writing- Persuasive (administer Wk 4 & 5 and complete teacher judgements by Wk 6)
Year Four	<ul style="list-style-type: none"> Optional- Maths Assessment Interview- Number (At-Risk Students) Seesaw- Minimum 1 English task with marking key/rubric Brightpath- Book review (administer Wk 7 & 8 and complete teacher judgements by Wk 9) See PLD schedule PAT Maths and Reading- new students South Australian Spelling- new students Parent Teacher Interview 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report See PLD schedule Optional- Brightpath- Writing- Narrative (administer Wk 4 & 5 and complete teacher judgements by Wk 6) 	<ul style="list-style-type: none"> Open Afternoon Seesaw- Minimum 1 English task with marking key/rubric Brightpath- Writing- Information Report (administer Wk 7 & 8 and complete teacher judgements by Wk 9) See PLD schedule 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report PAT-Maths- Week 2 PAT-Reading- Week 3 South Australian Spelling Sounds Write assessment (At-Risk Students) AGAT See PLD schedule Optional- Brightpath- Writing- Persuasive (administer Wk 4 & 5 and complete teacher judgements by Wk 6)
Year Five	<ul style="list-style-type: none"> Optional- Maths Assessment Interview- Number (At-Risk Students) Seesaw- Minimum 1 English task with marking key/rubric NAPLAN 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report See PLD schedule Optional- Brightpath- Writing- Narrative 	<ul style="list-style-type: none"> Archbishop's Religious Education Test Open Afternoon Seesaw- Minimum 1 English task with marking key/rubric 	<ul style="list-style-type: none"> Seesaw- Minimum 1 Mathematics task with marking key/rubric Formal Report PAT-Maths- Week 2 PAT-Reading- Week 3 South Australian Spelling

	<ul style="list-style-type: none"> • See PLD schedule • All students Maqlit WARP test Weeks 1 to 3 • PAT Maths and Reading- new students • South Australian Spelling- new students • Parent Teacher Interview 	<p>(administer Wk 4 & 5 and complete teacher judgements by Wk 6)</p>	<ul style="list-style-type: none"> • Brightpath- Writing- Information Report (administer Wk 7 & 8 and complete teacher judgements by Wk 9) • See PLD schedule 	<ul style="list-style-type: none"> • AGAT • See PLD schedule • Optional- Brightpath- Writing- Persuasive (administer Wk 4 & 5 and complete teacher judgements by Wk 6)
<p>Year Six</p>	<ul style="list-style-type: none"> • Optional- Maths Assessment Interview- Number (At-Risk Students) • Seesaw- Minimum 1 English task with marking key/rubric • Brightpath- Book review (administer Wk 7 & 8 and complete teacher judgements by Wk 9) • See PLD schedule • All students Maqlit WARP test Weeks 1 to 3 • PAT Maths and Reading- new students • South Australian Spelling- new students • Parent Teacher Interview 	<ul style="list-style-type: none"> • Seesaw- Minimum 1 Mathematics task with marking key/rubric • Formal Report • See PLD schedule • Optional- Brightpath- Writing- Narrative (administer Wk 4 & 5 and complete teacher judgements by Wk 6) 	<ul style="list-style-type: none"> • Open Afternoon • Seesaw- Minimum 1 English task with marking key/rubric • Brightpath- Writing- Information Report (administer Wk 7 & 8 and complete teacher judgements by Wk 9) • See PLD schedule 	<ul style="list-style-type: none"> • Seesaw- Minimum 1 Mathematics task with marking key/rubric • Formal Report • PAT-Maths- Week 2 • PAT-Reading- Week 3 • South Australian Spelling • See PLD schedule • Optional- Brightpath- Writing- Persuasive (administer Wk 4 & 5 and complete teacher judgements by Wk 6)