



Assessment and Reporting Procedures

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, is required to develop a school-based assessment and reporting plan that complies with Catholic Education Western Australia 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, 2026, 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/ guardians/ carers and students" (SCSA, 2026, 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/Pre-primary-to-Year-10-Teaching,-Assessing-and-Reporting-Policy-and-Policy-Standards.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 develop and implement assessments in line with the content of the Pre-Primary to Year 6 SCSA Curriculum in all learning areas.
- Teachers ensure assessments are designed so all students can demonstrate their knowledge, understanding and skills in relation to the year-level achievement standard.
- Teachers complete ongoing formative assessments throughout learning cycles and provide feedback to students in multiple ways.
- Feedback is provided in multiple ways to students and parents/carers, including in person and on Seesaw.
- Teachers use evidence from prescribed national and statewide assessments to inform and support teacher judgements of student achievement.
- 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. It also highlights the student's development of other attributes that influence 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 need's basis throughout the year.
- Student results are disseminated to parents from the Religious Education Assessment and NAPLAN when they become available.
- 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 written 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 SCSA *Policy Standards for Pre-Primary to Year 10: Teaching, Assessment and Reporting*. These reports will be written in a way to be readily understandable and to provide an accurate and objective assessment of the student's progress and achievement.
- Formal written 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, considering the curriculum that has been taught and assessed to that point in time.

In Pre-Primary Written Reports:

- The following five-point scale descriptors are 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 for all learning areas: Religious Education, English, Mathematics, Health, Physical Education, Science, Italian, Performing Arts, Visual Arts, Digital Technologies, Design Technologies and Humanities and Social Sciences.
- 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 for all learning areas: Religious Education, English, Mathematics, Health, Physical Education, Science, Italian, Performing Arts, Visual Arts, Digital Technologies, Design Technologies and Humanities and Social Sciences.
- An assessment of student's effort and attitude/behaviour in each learning area will be provided.
- Teacher assessment of the student's progress in self/social management and awareness will be included, as well as an overall teacher comment.

Modified Reporting:

- For students on an English as an Additional Language/ Dialect (EAL/D) plan, teachers report against individualised goals using the EAL/D Progress Maps.
- For students on an Individual Education Plan (IEP) with curriculum adjustments, 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	31 March 2026
Effective Date	5 June 2026	Next Review	January 2027



APPENDIX 1

2026 OLOF Assessment Matrix

Pre-Kindy	Term 1	Term 2	Term 3	Term 4
			- Open Afternoon - Parent Teacher Interview	

Kindy	Term 1	Term 2	Term 3	Term 4
	PLD (see schedule)	PLD (see schedule)	PLD (see schedule)	PLD (see schedule)
		Parent Teacher Interview	Open Afternoon	Parent Teacher Interview (optional)
		External Provider Health Nurse Screening	External Provider Speech Screen: Fremantle Speech Pathology Services	

Pre-Primary	Term 1	Term 2	Term 3	Term 4
	On-Entry Assessment	- BrightPath- Recount (upload and complete teacher judgements by Week 9) - PLD (see schedule)	- BrightPath- - Recount (upload and complete teacher judgements by Week 9) - PLD (see schedule)	On-Entry Assessment for at-risk students.
	PLD (see schedule)			PLD (see schedule)
	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.
	Parent Teacher Interview	Semester One Report	Open Afternoon	Semester Two Report
	External Provider OT Assessment: Lil Peeps			



Year One	Term 1	Term 2	Term 3	Term 4
	Maths Assessment Interview- Number and Algebra (Weeks 3-6) Burt Word Reading (Weeks 8-10) BrightPath (Optional)- upload and complete teacher judgements by Week 9). PLD (see schedule-testing in Weeks 6 & 10)	PLD (see schedule-testing in Weeks 6 & 10). BrightPath- (upload and complete teacher judgements by Week 9).	BrightPath- (upload and complete teacher judgements by Week 9). Year One Phonics Check PLD (see schedule-testing in Weeks 6 & 10).	PAT-Maths- Week 2 South Australian Spelling Test PAT-Reading- Week 3 Running Records of Oral Reading Sounds Write Assessment for at-Risk Students. BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule-testing in Weeks 6 & 10).
	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.
	Parent/Teacher interview	Semester One Report	Open Afternoon	Semester Two Report

Year Two	Term 1	Term 2	Term 3	Term 4
	BrightPath (Optional)- upload and complete teacher judgements by Week 9). PLD (see schedule-testing in Weeks 6 & 10). PAT Reading for new students. South Australian Spelling Test for new students Sounds Write assessment for at-risk students.	Burt Word Reading (Weeks 2 and 3) BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule-testing in Weeks 6 & 10).	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule-testing in Weeks 6 & 10).	PLD (see schedule-testing in Weeks 6 & 10). BrightPath- (upload and complete teacher judgements by Week 9). South Australian Spelling PAT-Reading- Week 3 Sounds Write assessment for at-risk Students.
	Maths Assessment Interview- Number and Algebra (Weeks 3-6 for at-risk students). PAT Maths for new students			PAT-Maths- Week 2
	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.
	Parent/Teacher interview	Semester One Report	Open Afternoon	Semester Two Report



Year Three	Term 1	Term 2	Term 3	Term 4
	BrightPath (Optional)- upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10). South Australian Spelling for new students Sounds Write assessment for at-risk students.	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	Religious Education Assessment BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	PAT-Reading- Week 3 South Australian Spelling Sounds Write assessment for at-risk students. BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 9).
	Maths Assessment Interview- Number and Algebra for at-risk Students. PAT Maths for new students			PAT-Maths- Week 2
	NAPLAN			AGAT
	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.			Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.
	Parent/Teacher interview	Semester One Report	Open Afternoon	Semester Two Report

Year Four	Term 1	Term 2	Term 3	Term 4
	BrightPath (Optional)- upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10). South Australian Spelling for new students Sounds Write assessment for at-risk students. PAT Reading for new students.	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	PAT-Reading- Week 3 South Australian Spelling Sounds Write assessment for at-risk students. BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 9).
	Maths Assessment Interview- Number and Algebra for at-risk Students. PAT Maths for new students.			PAT-Maths- Week 2
				AGAT
	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.			Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.
	Parent/Teacher interview	Semester One Report	Open Afternoon	Semester Two Report



Year Five	Term 1	Term 2	Term 3	Term 4
	BrightPath (Optional- upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10). MaqLit WARP-Weeks 1 to 3. PAT Reading for new students. South Australian Spelling for new students.	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	PAT-Reading- Week 3 South Australian Spelling Sounds Write assessment for at-risk students. BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 9).
	Maths Assessment Interview- Number and Algebra for at-risk Students. PAT Maths for new students.		Religious Education Assessment.	PAT-Maths- Week 2
	NAPLAN			AGAT
	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.
	Parent/Teacher interview	Semester One Report	Open Afternoon	Semester Two Report

Year Six	Term 1	Term 2	Term 3	Term 4
	BrightPath (Optional- upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10). MaqLit WARP-Weeks 1 to 3. PAT Reading for new students. South Australian Spelling for new students.	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	BrightPath- (upload and complete teacher judgements by Week 9). PLD (see schedule- testing in Weeks 6 & 10).	PAT-Reading- Week 3 South Australian Spelling BrightPath- Writing- Persuasive (administer Weeks 4 & 5 and complete teacher judgements by Week 6) PLD (see schedule- testing in Weeks 6 & 10).
	Maths Assessment Interview- Number and Algebra for at-risk Students. PAT Maths for new students.			PAT-Maths- Week 2
	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.	Seesaw: Minimum of one English and one Mathematics task with marking key/rubric.	Seesaw: Minimum of one Religious Education or HASS task with marking key/rubric.
	Parent/Teacher interview	Semester One Report	Open Afternoon	Semester Two Report