



# **ASSESSMENT AND REPORTING POLICY 2024**

Rossmoyne Primary School



## Policy Statement

This policy outlines Rossmoyne Primary School's assessment and reporting procedures and commitments. It complies with the Department of Education's Curriculum, Assessment and Reporting Policy and Procedures and the requirements of SCSA (School Curriculum and Standards Authority).

## Assessment

- is a critical component of the learning process and is essential to student learning;
- is a continuous process by which students and teachers gauge student progress along a continuum of development;
- assists in identifying any misconceptions or misunderstandings students may have;
- informs planning for future learning programs;
- benefits both teachers and students;
- provides opportunities for both teachers, students and parents/guardians to receive feedback, and
- enables the reporting of student achievement.

Rossmoyne PS (Primary School) staff:

- engage in ongoing assessment practices;
- use a range of informal and formal assessments;
- ensure assessments comply with SCSA's Principles of Assessment, and
- interrogate assessment data to inform individual, small group, classroom, phase of school and whole school planning, evaluation of programs and to set improvement targets.

## School Assessment Methods

Rossmoyne PS engages students in a range of informal and formal assessments. These include observations, school-based tests and standardised tests

## State and National Assessment Methods

Rossmoyne PS staff will also administer prescribed state and national assessments. These include the On-entry Assessment in Pre-primary and the NAPLAN (National Assessment Program in Literacy and Numeracy) in Years 3 and 5.

Staff use the information gathered from assessments to provide students with feedback to enhance their learning and progress. Written or verbal feedback is provided for a range of purposes including praise, or specifically focused task/performance or process feedback.

## Reporting

Rossmoyne PS staff are committed to communicating with and reporting to parents throughout the year regarding their child's progress and achievement in a variety of formal and informal ways.

## Formal School Reporting Methods

Rossmoyne PS reports to parents in the following ways:

- end of Term 1 – Interim Report (refer to Appendix A)
- end of Term 2 – Formal Report using the Department of Education endorsed reporting template
- end of Term 3 – Learning Journey
- end of Term 4 – Formal Report using the Department of Education endorsed reporting template

## Interim Report

The Interim Report distributed at the end of Term 1 is designed to provide parents and guardians with a 'snapshot' of how their child is performing. It provides information about their child's achievement in English and Maths, their attitude, behaviour, effort, and their attendance. It also allows the teacher to request a parent/guardian interview.

## Semester Reports

Teachers use the WA Department of Education endorsed reporting template at the end of Terms 2 and 4 to report to parents on the achievement of their child against the West Australian Achievement Standards using a five point (A-E) scale. Meeting the Achievement Standard at a satisfactory level is described as a C grade. The Achievement Standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, when compiling the end of Term 2 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.

The grades are described as:

A	Excellent	The student demonstrates excellent achievement of what is expected for their year level.
B	High	The student demonstrates high achievement of what is expected for their year level.
C	Satisfactory	The student demonstrates satisfactory achievement of what is expected for their year level.
D	Limited	The student demonstrates limited achievement of what is expected for this year level.
E	Very Low	The student demonstrates very low achievement of what is expected for this year level.

The reports also indicate a child's level of effort in each Learning Area and their overall attitude, behaviour and effort. Teachers participate in moderation opportunities to assist them to make accurate judgements regarding students' achievement of the A-E grades. Teachers write a general comment. Parents/guardians can request additional information on their child's achievement after the formal reports have been distributed.

Appendix B outlines which learning areas and contexts will be reported on each semester. Where applicable, others such as instrumental music staff will also report on students in the formal reports.

## Modified reporting

The Authority's policy allows for alternatives to reporting with grades under specific circumstances.

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect (EAL/D), additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.

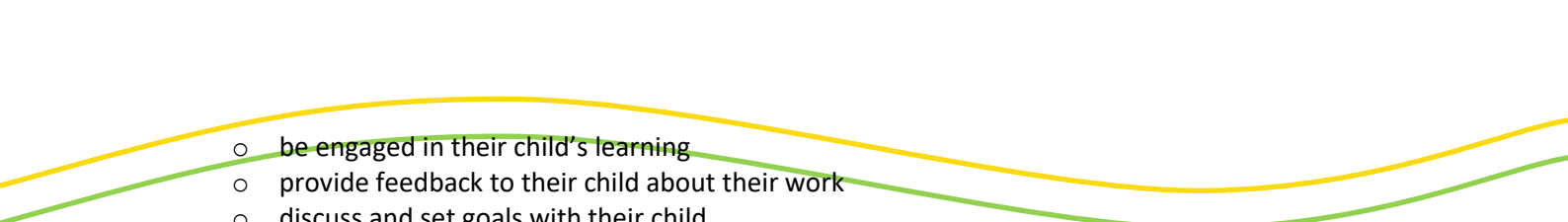
Schools use discretion regarding the use of the ABLEWA assessment tool and the EAL/D Progress Map when monitoring and reporting on the progress/achievement of students with disability and/or additional learning needs, and students for whom English is an additional language/dialect.

The Department's CAR policy specifies that reporting on a modified curriculum is linked to the student's documented plan, which is intended for students with a disability that are identified as requiring substantial or extensive adjustments on the Nationally Consistent Collection of Data (NCCD). Reporting for students undertaking a modified teaching and learning program must be linked to their documented plan.

## Learning Journey

Our school has a Learning Journey to allow:

- parents/carers to:
  - feel welcome at our school and meet their child's teachers
  - visit their child's classroom and specialist teaching areas
  - see and hear about their child's work

- 
- be engaged in their child's learning
  - provide feedback to their child about their work
  - discuss and set goals with their child
  - arrange an appointment time with the teacher if needed
  - participate in activities with their child
  - interact with other families to develop a sense of community

- students to:
  - select work to share with their parents/carers
  - explain what and how they have been learning to their parents/carers
  - show ownership of their learning and school environment
  - perform publicly, eg: choir
- teachers to:
  - showcase their classrooms and/ or learning environments
  - prepare their students to present their work to their parents/carers, eg: write a list or a plan
  - assist their students to rehearse prior to the Learning Journey
- school to:
  - encourage parents to be involved in their child's learning and our school community
  - encourage a sense of 'community'
  - celebrate successes
  - provide an event for our whole school community
  - promote our school including its programs and initiatives, eg: digital and design technologies, edible garden

To ensure the success of the Learning Journey, teachers may:

- explain Learning Journeys to their students' parents/carers
- provide parents/carers with examples of questions to ask their child
- ask parents/carers to complete reflection activities with their students, eg: two stars and a wish
- offer parents/carers who can't attend the Learning Journey an alternate time, eg: 8.30 to 8.45 am

Our Learning Journeys are active and fun!

## Parent Engagement and Communication

Staff will also engage with parents throughout the year in a variety of informal ways (eg: verbal, written, electronic) and for a variety of reasons. These may include:

- meetings and interviews
- sharing work samples
- sending assessments home
- reflection sheets

Parent/carer Information Meetings will also be held by the end of Week 3 in Term 1. While these meetings are not designed to report on the progress of students, they allow the teachers to communicate a range of classroom expectations and practices to parents/guardians.

Teachers are parents/guardians first point of contact to address the needs of their child/ren and parents can request a meeting with their child's teacher at any stage throughout the year. Parents are asked to arrange a time with their child's teacher rather than just 'popping in'. This allows the teacher to be adequately prepared and provides parents with the opportunity to speak confidentially and without interruptions.



## State and National Assessment Reports

In addition to the above reporting methods, parents will also receive reports following their child's participation in prescribed state and national assessments such as On-entry and NAPLAN. Reports from these assessments will be distributed to parents when they are available.

Copies of children's interim, formal and state and national assessment reports will be kept in their student file which is stored securely in classrooms. This ensures staff who work with your child in future years have access to all the information contained in reports.

This policy was endorsed by staff in Semester 2, 2024

This policy was endorsed by the School Board on 15 December, 2024.

Next review - 2027

## Appendix A – Interim Report

### Rossmoyne Primary School

#### *Term 1 20xx Interim Report*

Child's Name: \_\_\_\_\_

Year Level: \_\_\_\_\_

Teacher/s: \_\_\_\_\_

	Achieving Above What is Expected for this Year Level	Achieving What is Expected for this Year Level	Achieving Below What is Expected for this Year Level
<b>English</b>			
Reading and Viewing			
Writing			
Speaking and Listening			
<b>Maths</b>			
Number and Algebra			
Measurement and Geometry			
Statistics and Probability			

	Consistently	Often	Sometimes	Seldom
<b>Attitude, Behaviour and Effort</b>				
Displays a positive attitude to school and learning				
Behaves responsibly				
Works cooperatively				
Applies his/her best effort				
Organises self and belongings				

Teacher Signature/s: \_\_\_\_\_

Term One Attendance (as at xxxx) - \_\_\_\_\_%

Parent/Guardian Interview Recommended:

Yes	No

## Appendix B – Formal Reports – Reporting Schedule

Subject	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	<b><u>Semester 1 and 2</u></b> Reading and Viewing Writing Speaking and Listening OR EAL/D Progress Maps (as required) SEN reports (as required)	<b><u>Semester 1 and 2</u></b> Reading and Viewing Writing Speaking and Listening OR EAL/D Progress Maps (as required) SEN reports (as required)	<b><u>Semester 1 and 2</u></b> Reading and Viewing Writing Speaking and Listening OR EAL/D Progress Maps (as required) SEN reports (as required)	<b><u>Semester 1 and 2</u></b> Reading and Viewing Writing Speaking and Listening OR EAL/D Progress Maps (as required) SEN reports (as required)	<b><u>Semester 1 and 2</u></b> Reading and Viewing Writing Speaking and Listening OR EAL/D Progress Maps (as required) SEN reports (as required)	<b><u>Semester 1 and 2</u></b> Reading and Viewing Writing Speaking and Listening OR EAL/D Progress Maps (as required)	<b><u>Semester 1 and 2</u></b> Reading and Viewing Writing Speaking and Listening OR EAL/D Progress Maps (as required)
Maths	<b><u>Semester 1 and 2</u></b> Number and Algebra Measurement & Geometry Statistics and Probability	<b><u>Semester 1 and 2</u></b> Number and Algebra Measurement & Geometry Statistics and Probability	<b><u>Semester 1 and 2</u></b> Number and Algebra Measurement & Geometry Statistics and Probability	<b><u>Semester 1 and 2</u></b> Number and Algebra Measurement & Geometry Statistics and Probability	<b><u>Semester 1 and 2</u></b> Number and Algebra Measurement & Geometry Statistics and Probability	<b><u>Semester 1 and 2</u></b> Number and Algebra Measurement & Geometry Statistics and Probability	<b><u>Semester 1 and 2</u></b> Number and Algebra Measurement & Geometry Statistics and Probability
Science <i>Teachers assess students at the substrand level. Teachers formally Report at the strand level only. No comment required.</i>	<b><u>Odd Years Semester 1</u></b> Science Understandings Biological, Physical <b><u>Semester 2</u></b> Science Inquiry Skills Chemical, Earth & Space <b><u>Even Years Semester 1</u></b> Science Inquiry Skills Biological, Physical <b><u>Semester 2</u></b>	<b><u>Odd Years Semester 1</u></b> Science Understandings Biological, Physical <b><u>Semester 2</u></b> Science Inquiry Skills Chemical, Earth & Space <b><u>Even Years Semester 1</u></b> Science Inquiry Skills Biological, Physical <b><u>Semester 2</u></b>	<b><u>Odd Years Semester 1</u></b> Science Understandings Biological, Physical <b><u>Semester 2</u></b> Science Inquiry Skills Chemical, Earth & Space <b><u>Even Years Semester 1</u></b> Science Inquiry Skills Biological, Physical <b><u>Semester 2</u></b>	<b><u>Odd Years Semester 1</u></b> Science Understandings Biological, Physical <b><u>Semester 2</u></b> Science Inquiry Skills Chemical, Earth & Space <b><u>Even Years Semester 1</u></b> Science Inquiry Skills Biological, Physical <b><u>Semester 2</u></b>	<b><u>Odd Years Semester 1</u></b> Science Understandings Biological, Physical <b><u>Semester 2</u></b> Science Inquiry Skills Chemical, Earth & Space <b><u>Even Years Semester 1</u></b> Science Inquiry Skills Biological, Physical <b><u>Semester 2</u></b>	<b><u>Odd Years Semester 1</u></b> Science Understandings Biological, Physical <b><u>Semester 2</u></b> Science Inquiry Skills Chemical, Earth & Space <b><u>Even Years Semester 1</u></b> Science Inquiry Skills Biological, Physical <b><u>Semester 2</u></b>	<b><u>Odd Years Semester 1</u></b> Science Understandings Biological, Physical <b><u>Semester 2</u></b> Science Inquiry Skills Chemical, Earth & Space <b><u>Even Years Semester 1</u></b> Science Inquiry Skills Biological, Physical <b><u>Semester 2</u></b>

	Science Understandings Chemical, Earth & Space	Science Understandings Chemical, Earth & Space	Science Understandings Chemical, Earth & Space	Science Understandings Chemical, Earth & Space	Science Understandings Chemical, Earth & Space	Science Understandings Chemical, Earth & Space	Science Understandings Chemical, Earth & Space
Humanities and Social Sciences	<b><u>Semester 1 &amp; 2</u></b>	<b><u>Semester 1 &amp; 2</u></b>	<b><u>Semester 1 &amp; 2</u></b>	<b><u>Semester 1 &amp; 2</u></b>	<b><u>Semester 1 &amp; 2</u></b>	<b><u>Semester 1 &amp; 2</u></b>	<b><u>Semester 1 &amp; 2</u></b>
Technologies ?? conversation re strands	<b><u>Semester 1</u></b> 2023 & 2025 – Design & Tech. – Engineering  2024 & 2026 – Design & Tech. – Food & Fibre  <b><u>Semester 2</u></b> Digital Technologies	<b><u>Semester 1</u></b> 2023 & 2025 – Design & Tech. – Engineering  2024 & 2026 – Design & Tech. – Food & Fibre  <b><u>Semester 2</u></b> Digital Technologies	<b><u>Semester 1</u></b> 2023 & 2025 – Design & Tech. – Engineering  2024 & 2026 – Design & Tech. – Food & Fibre  <b><u>Semester 2</u></b> Digital Technologies	<b><u>Semester 1</u></b> 2023 & 2025 – Design & Tech. – Engineering  2024 & 2026 – Design & Tech. – Food & Fibre  <b><u>Semester 2</u></b> Digital Technologies	<b><u>Semester 1</u></b> 2023 & 2025 – Design & Tech. – Engineering  2024 & 2026 – Design & Tech. – Food & Fibre  <b><u>Semester 2</u></b> Digital Technologies	<b><u>Semester 1</u></b> 2023 & 2025 – Design & Tech. – Engineering  2024 & 2026 – Design & Tech. – Food Specialisations  <b><u>Semester 2</u></b> Digital Technologies	<b><u>Semester 1</u></b> 2023 & 2025 – Design & Tech. – Engineering  2024 & 2026 – Design & Tech. – Food Specialisations  <b><u>Semester 2</u></b> Digital Technologies
The Arts ?? conversation re strands	<b><u>Semester 1 and 2</u></b> Music - Making and Responding  <b><u>Semester 2</u></b> 2023 & 2025 - Media - Making and Responding  2024 & 2026 - Visual Arts - Making and Responding	<b><u>Semester 1 and 2</u></b> Music - Making and Responding  <b><u>Semester 2</u></b> 2023 & 2025 - Media - Making and Responding  2024 & 2026 - Visual Arts - Making and Responding	<b><u>Semester 1 and 2</u></b> Music - Making and Responding  <b><u>Semester 2</u></b> 2023 & 2025 - Media - Making and Responding  2024 & 2026 - Visual Arts - Making and Responding	<b><u>Semester 1 and 2</u></b> Music - Making and Responding  <b><u>Semester 2</u></b> 2023 & 2025 - Media - Making and Responding  2024 & 2026 - Visual Arts - Making and Responding	<b><u>Semester 1 and 2</u></b> Music - Making and Responding  <b><u>Semester 2</u></b> 2023 & 2025 - Media - Making and Responding  2024 & 2026 - Visual Arts - Making and Responding	<b><u>Semester 1 and 2</u></b> Music - Making and Responding  <b><u>Semester 2</u></b> 2023 & 2025 - Media - Making and Responding  2024 & 2026 - Visual Arts - Making and Responding	<b><u>Semester 1 and 2</u></b> Music - Making and Responding  <b><u>Semester 2</u></b> 2023 & 2025 - Media - Making and Responding  2024 & 2026 - Visual Arts - Making and Responding

Health and Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education
Languages – Chinese ?? conversation re strands	Not taught	<u>Semester 1 and 2</u> (if taught) Communicating	<u>Semester 1 and 2</u> (if taught) Communicating	<u>Semester 1 and 2</u> Communicating Understanding	<u>Semester 1 and 2</u> Communicating Understanding	<u>Semester 1 and 2</u> Communicating Understanding	<u>Semester 1 and 2</u> Communicating Understanding