



ASSESSMENT AND REPORTING POLICY

Parents and Carers

POLICY STATEMENT

Success Primary School implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 6 and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority ([SCSA](#)).

PROCEDURES

Curriculum

Success Primary School will implement the Pre-primary to Year 6 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 Western Australian Curriculum and Assessment Outline (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.

Assessment

Success Primary School will:

- Monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the *Outline*.
- Develop and administer assessments in relation to the content of the Pre-primary to Year 6 Western Australian Curriculum.
- Ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard.
- Develop processes to support all teachers in making valid and reliable judgements.
- Use data from prescribed national and state-wide assessments to inform teacher judgements about student achievement.
- Inform our parents/carers in a timely manner when students are performing below expected standards in any learning area.

Success Primary School staff communicates with parents and carers throughout the year to ensure they are well informed about their child's progress and achievement. Staff will:

1. Provide individual students with feedback on their learning in the following ways:

- Verbal feedback
- Goal setting
- Non-verbal feedback
- Over the shoulder marking
- Rubrics/Checklists
- What a good one looks like (WAGOLL)
- Digital Feedback
- Reflection journals
- Bump It Up Walls

2. Use student achievement information to plan future learning programs:

- Diagnostic assessment
- Brightpath writing
- Abilities Based Learning Education WA (ABLEWA)
- Crevola & Vineis Oral Language Assessment
- Heggerty Assessments
- Summative Assessments
- Mathematics/Mathseeds
- Reading Eggs
- Progressive Achievement Tests (PAT)
- On Entry Assessment (OLI) data
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- SA Spelling Test
- Sound Waves Spelling Program
- Screen of Communication Skills (SOCS)
- Tier 2 Diagnostic Assessments
- York Assessment of Reading for Comprehension (YARC) and Sutherland Phonological Awareness Test (SPAT-R)
- Previous Special Education Needs (SEN) Plans
- National Assessment Program Literacy and Numeracy (NAPLAN) data
- Letters and Sounds Scope and Sequence Phase 1-6
- Work samples
- Junior and Elementary Mathematics Mastery
- Numeracy Benchmark Assessments

3. Make judgements of student achievement in relation to the year-level achievement standards:

- Moderation using SCSA judging standards
- Referring to achievement standards
- Brightpath moderation tool
- Common assessments across year levels
- Communicating expected standards to students (rubrics, checklists)
- Keeping up to date with changes to achievement standards and curriculum
- School Operational Plans

4. Administer prescribed national and state-wide assessments:

- On Entry Assessment data
- NAPLAN
- Primary Extension and Challenge (PEAC)

5. Provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers:

- Reporting to Parents – School Position Reports
- PEAC Testing
- On Entry Assessment data
- PAT Testing reports
- NAPLAN
- Brightpath pointers

6. Communicate with parents/carers about student progress and achievement

- SEN/Documented Plans
- ABLEWA
- Annotations in homework diaries, journals or communication books
- Collection of term tests, work samples and assessment tasks (common across each year level)
- Tier 2 Diagnostic Assessments (e.g. SPAT-R, YARC)
- English as an Additional Language /Dialect (EAL/D) Progress Maps
- Informal conversations with parents/carers
- Letters, emails and other forms of correspondence that inform parents about successes or concerns (Connect)
- Junior and Elementary Mathematics Mastery
- Formal parent interviews in Term 1

7. Report to parents/carers for each student at the end of each semester

- Reporting to Parents
- SEN Reports
- EAL/D Reports

Reporting

Success Primary School will:

- Use plain language to report to parents/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement standards – such reports will be provided:
 - Formally, in an end of semester report using a five-point scale. The components of the formal report will meet the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
 - Informally, throughout the year in a variety of ways and for a variety of reasons, and
 - As requested from the student's parents/carers, providing information on how a student's achievement compares with the student's peer group at the school.
- Disseminate to parents/carers the reports from national and state-wide assessments and as appropriate, provide opportunity for discussions between teachers and parents/carers.
- Submit to the Authority end of Semester 2 achievement descriptors/grades for individual Pre-primary to Year 6 students.

Education Support

- Education Support teachers are expected to report in English, Mathematics and Health and Physical Education. Teachers report on individual goals on the documented plan (IEP) in consultation with parents. They provide photographic evidence and written comments.
- Teachers assess and monitor student goals using the Performance Descriptors Levels. Student Performance Descriptor Levels are recorded annually to track progress.
- Other learning areas, e.g., Science, Humanities and Social Sciences are embedded in English, Mathematics and Health and Physical Education.

Kindergarten to Year 2

- Kindergarten teachers are expected to report achievement in Literacy, Numeracy, Fine Motor and Fundamental Movement Skills and Social and Emotional Development. They are expected to write a general comment.
- Pre-primary to Year 2 teachers are expected to report in all learning areas. English is further broken down to Reading, Writing and Speaking and Listening. Mathematics is broken down to Number and Algebra, Measurement and Geometry and Statistics and Probability. They are expected to write a general comment.
- Science is reported using Science Understandings and Science Inquiry Skills and Humanities and Social Sciences (HASS) is reported under HASS. Health Education is reported using Personal, Social and Community Health. Design and Technologies is reported in Semester 1 and Digital Technologies is reported in Semester 2. The three year levels do not use letter grades.
- Pre-primary to Year 2 teachers report on student progress in personal and social learning.

Years 3 to 6

- Year 3 to 6 teachers report in all learning areas. Reporting in English is further broken down to Reading, Writing and Speaking and Listening. Mathematics is broken down to Number and Algebra, Measurement and Geometry and Statistics and Probability. They are expected to write a general comment.
- Year 5 to 6 teachers report in Science using Science Understandings and Science Inquiry Skills and Humanities and Social Sciences (HASS) is reported under HASS. Health Education is reported using Personal, Social and Community Health.
- Year 3 to 6 teachers report in Design and Technologies in Semester 1 and Digital Technologies in Semester 2.

Specialist Teachers

- Specialist teachers are expected to provide a five-point scale in line with the year level being reported, that is, for Pre-primary to Year 2 they do not use letter grades, but they do for Years 3-6.
- Visual Arts and Music reports in Making and Responding, Physical Education reports in Movement and Physical Activity, Science reports in Science Understandings and Science Inquiry Skills, Indonesian (Languages) reports in Communicating and Understanding.

Students with Documented Plans

- Students who have a documented plan will receive a SEN Report in addition to their end of semester report. The SEN Report reports achievement against the student's smart goals in their documented plan.

EAL/D Report

- Students who have been identified as STAGE 1 or STAGE 2 (see below for more information) will receive an EAL/D (English as an Additional Language or Dialect) Report in addition to their end of semester report. The EAL/D report tracks progress against the EAL/D Progress Maps.
- Students who have exited an Intensive English Centre will receive an EAL/D report whilst attending Success Primary School in addition to their end of semester report.

Stage 1:

- Students from language backgrounds other than English in their first year of formal schooling in Australia, not including Kindergarten and Pre-Primary.
- Students who have a limited schooling background and who are in their first two years of primary or secondary education in Australia

Stage 2:

- A second year of formal schooling or a third year for students with limited schooling background.

Additional Information

- Parent Interviews are scheduled for Term 1, Week 9 on Wednesday March 27. School closes at 11:45am.
- Electronic Student Reports will be available to parents in Term 2, Week 9 on a Wednesday (Semester 1 Report) and Term 4, Week 10 on a Tuesday (Semester 2 Report) via Connect in the Reporting tab.
- Open Night is held in Term 3, Week 8 Thursday September 5 from 3:30pm.

DOCUMENT HISTORY

DATE	REV	APPROVED
25 March 2024	1.4	Principal
6 December 2023	1.3	Principal
24 May 2023	1.2	Deputy Principal
30 January 2022	1.1	Deputy Principal
30 January 2021	1.0	Deputy Principal

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