



Assessment and Reporting Procedures

Aim

Mary MacKillop Catholic Community Primary School delivers curriculum that is consistent with Church, system, state and federal government legislation and regulations, and curriculum bodies. Curriculum is implemented to meet the learning needs of all students and promote the integration of faith and life in the person, and culture and faith in society. The school sets out student assessment and reporting processes in line with School Curriculum and Standards Authority (SCSA) requirements.

Scope

This procedure statement applies to all students, staff and parents in the school community.

Procedure

- Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting

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, 2016)

Assessment

Assessment at Mary MacKillop CCPS is ongoing, fair and educative and occurs in a variety of forms throughout the school year. The assessment of student learning is used to inform whole school curriculum planning including approaches to literacy and numeracy instruction.

Reporting

The purpose of reporting, both formal and informal, is to communicate student achievement and progress as well as to provide recommendations for future learning. At Mary MacKillop CCPS, we report to parents and caregivers in relation to the achievement of students in Pre-Primary to Year 6 in terms of the Western Australian achievement standards.

Reporting is 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, Assessment and Reporting
- Informally, throughout the year in a variety of ways and for a variety of reasons, including parent-teacher meetings, parent information sessions, use of Seesaw app.
- As requested from the student's parents/caregivers, providing information on a student's progress and achievement.

Mary MacKillop CCPS will:

- disseminate to parents/caregivers the reports from national and state wide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/care givers
- submit to the School Curriculum and Standards Authority, when requested, end of Semester Two achievement descriptors/grades for individual Pre- Primary to Year 6 students

Grading Scale for Semester Reports

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 semester reports is as follows:

Pre-Primary:

- The student demonstrates exceptional achievement of what is expected for this year level
- The student has exceeded what is expected for this year level
- The student demonstrates expected achievement for this year level
- The student is working towards what is expected for this year level
- The student has not yet demonstrated 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

Parent-teacher Interviews

Individual Education Plan (IEP) meetings for parents/caregivers of students working on an IEP

Term Two

Individual student report at end of semester

Review meetings for parents/caregivers of students working on an IEP

Term Three

NAPLAN report for students in Year 3 and Year 5

BRLA report for students in Year 3 and Year 5

IEP meetings for parents/caregivers of students working on an IEP

Term Four

Individual student report at end of semester

Review meeting for parents/caregivers of students working on an IEP

Parent-teacher meetings may be initiated by either parents/caregivers or teachers on a needs basis throughout the year.

Additional Support and Alternative Reporting

Some students may receive additional support from specialist support staff for Literacy, Numeracy and for students with disabilities. In these instances, a student may have an Individual Education Plan (IEP). For these students, schools may report on a student's progress/achievement in terms of the modified curriculum in consultation with parents/caregivers.