



ASSESSMENT AND REPORTING PROCEDURE

RATIONALE

Queen of Apostles School is committed to providing the highest quality education for our students. Communication between the school and parents is considered to be of utmost importance in the education of the child, part of this communication is reporting about the child's progress to their parents/guardians.

To make judgements for reporting purposes, teachers consider a selection of evidence of student learning, provided through student responses to assessment. Teachers then make an informed, balanced judgement about the quality of the evidence across the assessable elements. Teachers will then moderate the evidence of student learning and compare their judgements in order to promote consistency across the school.

Student development and progression will be reported to parents using a variety of both formal and informal approaches across the course of the school year.

Sources of Authority Registration Standards for Non-Government Schools in WA AS/NZS 10002:2018 Quality Management – Customer Satisfaction – Guidelines for Complaint Handling in Organisations	
CECWA Policy	Education
Executive Directive	Assessment and Reporting

DEFINITIONS

There are different purposes for assessment. Assessment for learning (formative) helps identify a student's current understandings to assist them attain higher levels of performance. Assessment of learning (summative) indicates the standards achieved by students at particular points in their schooling. Diagnostic assessment determines the nature of the students' learning and provides appropriate feedback or intervention.

Assessment

Assessment is the purposeful and systematic process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement. All forms of assessment should seek to enhance student achievement. Assessment is used to support teachers in gathering and using appropriate data to drive decisions about learners, learning and pedagogy. A coherent, systematic approach to assessment will ensure that the individual needs of students are met and that the teaching and learning are informed by the needs of the student. As such, assessment is an integral part of the teaching and learning process.

Reporting

Reporting is communicating information on student learning to a range of audiences, in differing forms, for various purposes. The key purpose of reporting student achievement is to improve student learning. School Reporting acknowledges student achievement over the reporting period of a semester.

PRINCIPLES

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Queen of Apostles School implements assessment tasks that will:

- Identify students' achievements and the extent of their progress in relation to the Western Australian Curriculum
- Assist with identification of students at education risk or learning difficulties;
- Adjust programs to ensure all students have the opportunity to achieve to their optimum thus improving students' learning;
- Allow students to set goals for their learning;
- Motivate students to learn because their learning is personalised;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and providing feedback to students on how they may improve;
- Allow the school to plan for improvement by determining realistic priorities;
- Broaden home/school links that will enable parents to further assist with their children's learning.
- Develop subsequent and ongoing learning programs;
- Report student achievement to parents, staff and system;
- Facilitate and support whole school and system planning, reporting and accountability procedures.

PROCEDURES

How will we assess students

At Queen of Apostles we use a Plan, Teach and Assess Model to ensure learning is targeted to meet student's needs. The school ensures appropriate processes are in place for the following purposes:

1. Identifying an individual student's learning needs
2. Identifying starting points for teaching
3. Diagnosing individual student's strengths and difficulties
4. Applying appropriate intervention strategies
5. Monitoring individual student's progress over time
6. Promoting real and deep learning
7. Probing student's understanding of key concepts
8. Helping students see the progress they are making by providing timely feedback
9. Reporting to parents/guardians student achievement based on sound evidence and shared understanding

The following processes are put in place to ensure optimal teaching and learning happens.

- Children with specific, legitimate learning needs eg. students with a disability, or students whom English is an additional language; are identified (if not already diagnosed) and work from an Individual Education Plan (IEP). An IEP targets the specific learning needs of the child. Parents, the classroom teacher, the Inclusive Support Coordinator and relevant external agencies work together to write the IEP. These are reviewed each semester.
 - Queen of Apostles uses discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities Based Learning and Education, Western Australia, ABLEWA), detailed in the Outline, for planning for teaching students with disability and additional learning needs.
 - Queen of Apostles uses discretion in regard to the use of the EAL/D Progress Map when planning for teaching and monitoring the progress of students for whom English is an additional language/dialect.
- Formal reporting at Queen of Apostles occurs twice yearly, at the end of each semester, using a five-point A-E scale in all learning areas for Year 1-6 and a five point descriptor scale for Pre Primary students. Other areas such as student attributes, effort and attendance will also be included in the Report.
- There is an Assessment Schedule in place determining the timing and type of assessment that is required in each year level.
- Parents are kept up to date with what students are doing in class through weekly use of the SeeSaw app. Work and activities are uploaded using photo or video.
- Kindergarten teachers report to parents using a checklist which shows expected attainment of specific skills appropriate to their year level at the end of the year using the ELYF framework.
- Monitoring and tracking of children's reading are done each term.
- Moderation of children's work samples occurs in Professional Learning Communities (PLCs), and also between year level teachers with local Catholic schools.
- Parent/Teacher meetings are compulsory at the end of Term One for Kindy to Year Six.
- Parents wishing to discuss their child's progress are able to request an interview with the teacher at a mutually convenient time any time throughout the year.
- Teachers who have a concern about a child's learning may request a meeting with the parents at any time through the year.
- The school Open Night in Term Three is an informal opportunity for parents to view their child's work.
- Parent Information Evenings are held in Term One outlining the expectations of the year.
- Term Overviews are provided so parents can be informed of the Teaching and Learning program.

Reporting to Parents

Whether at the level of the classroom, school or system, assessment information should enable judgements to be made about students' progress in a way that is fair and contributes to and facilitates continued learning. Thus, assessment processes should be sufficiently varied to enable teachers and students to have a clear understanding of what students know and can do with assistance and without assistance. Assessment should distinguish between work that is original and non-routine and work that is reproductive or memorised. The criteria for assessment should be valid and transparent and based on multiple kinds and sources of evidence. At Queen of Apostles School, we will engage in Formative and Summative Assessment processes.

Formative assessment: is used through our Parent Open Night, Parent/Teacher Meetings and case conferences.

Summative assessment: is used through continuous Reporting and formal semester reports.

End of semester reports will be written in plain language and will provide accurate and objective information to parents in relation to student progress and achievement and include information about student achievement in relation to the Western Australian achievement standards. The student's attitude, behaviour and effort will also be reported on. Students in Years Pre-Primary to Year 2 will include a description of progress in personal and social learning. For students in PP – 6, all nine learning areas taught will be reported on.

Students in Kindy will also be given a formal report on their progress using the ELYF framework.

Assessment and Target Setting

In an outcomes-focused environment teachers need to begin by assessing what students know, understand and can do so they can make judgements about appropriate learning opportunities. Assessment and monitoring in literacy across all Learning Areas must be:

- VALID** Provide information on the actual ideas, processes, products and values expected of students
- EDUCATIVE** Make a positive contribution to students' learning
- EXPLICIT** Students need to know and understand the criteria upon which they are being assessed
- FAIR** Take into account social and cultural differences and the special needs of students and provide a variety of ways in which students undertake and demonstrate their literacy learning
- COMPREHENSIVE** Balanced judgements are made using a range of evidence and a variety of contexts and forms gathered over time

Sound assessment and monitoring relies on teachers using:

- Careful and informed observation and recording of student learning
- A variety of strategies to gather information over time and analysis of student progress including checklists, anecdotal records, standardized testing and marking
- Authentic and collaborative assessment processes involving teacher and student including timely conversations and goal setting, rubrics
- Current documents to track student performance.

Authorised by	Mark Ryan	Signature:	
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