



Assessment and Reporting Policy

WA Department of Education Assessment and Reporting Policy

The Department of Education, through public schools, implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 12, and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

The Department of Education, Western Australia, 2019

Curriculum

The curriculum is the knowledge, understanding, skills, values and attitudes that PP-6 students are expected to be taught, regardless of where they live or their background.

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.

Achievement Standard

The achievement standard describes an expected level that most students are achieving by the end of a given year of schooling. Meeting the achievement standard at a satisfactory level is described by a C grade. Meeting the achievement standard at a higher level is described by an A (Excellent) grade or a B (High) grade.

Assessment

Assessment is the process of gathering information about the students and their learning and making judgements using the data gathered. This information forms the basis of planning future teaching and learning. The School Curriculum and Standards Authority outlines six assessment principles which were informed by the most recent research into best practice in assessment and the impact of assessment in improving student learning.

Assessment should be:

- an integral part of Teaching and Learning
- educative
- fair
- designed to meet their specific purposes
- lead to informative reporting
- lead to school-wide evaluation processes

At Landsdale Gardens Primary School our teaching staff will:

- Monitor and provide individual students with feedback on their learning and this will be done at the time of their learning as well as at the end of a series of activities in order for students to make adjustments to their work and build upon their skills, knowledge and understanding.



- Use student achievement information to effectively plan future learning programs. This will be done at a whole school, year and classroom level;
 - Staff will analyse prescribed national and state wide assessments such as NAPLAN and On-entry testing in order to determine school priorities and implementation strategies that will support future academic improvement.
 - Year level data will be compiled and collaborative year teams will use these results to guide teaching, determine students' needs and groupings as well as to support formal reporting to parents.
- Make judgments on student achievement using the Judging Standards produced by the School Curriculum and Standards Authority; Brightpath and PAT Norm Referenced Data. Teachers will use a five point scale to formally report levels of achievement in relation to the expected standard for each learning area of the Western Australian Curriculum.

Judging Standards

Judging standards is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as 'C' or Satisfactory.

Reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable.

School Curriculum and Standards Authority, Government of Western Australia, 2016

Curriculum, assessment and reporting at Landsdale Gardens Primary School is guided by the *Western Australian Curriculum and Assessment Outline*.

Landsdale Gardens Primary School staff communicate with parents and carers throughout the year to ensure they are well-informed about their child's progress and achievement.

Reporting takes place in a variety of ways, including:

- information sessions about teaching and learning programs, (class/teacher parent information session)
- informal conversations with parents/carers (may also include the student)
- annotations in homework diaries, journals or communication books
- letters, emails and other forms of correspondence that inform parents about successes or concerns
- collections of tests, work samples and assessment tasks (common across each year level)
- responses to parents and carers who have requested additional information
- P- 6 teachers use the Department's *Reporting to Parents* system and templates to report on student achievement and progress at the end of each semester.
- Kindergarten teachers will be formally reporting using the DOE Kindergarten reporting template. The students will also receive a Portfolio of work samples.

Documented Plans

Students who are identified as at risk for their learning will be placed on a specific documented plan based on their learning needs:



SEN planning (*Refer to the SEN Policy for additional information*)

Individual Education Plans (IEP's)

- Students with diagnosed disabilities
- Students with diagnosed learning difficulties
- Students with imputed disabilities – no diagnosis but working well below the expected level – Low D/E grade (Teacher judgement)
- Students at or below National Minimum Standard on NAPLAN

These are students that should have regular communication with Parents and targets should be below Year Level curriculum – achievable and measurable within a reasonable time frame. For some of these students alternative SEN reporting may be required.

Group Education Plans (GEP's)

- Students needing extra scaffolding and support in a particular area of the curriculum and are being targetted as part of a small group
- Students at D grade
- These students may be selected from students in the band above National Minimum Standard on NAPLAN

Extension IEPs

- Student's working well above the expected level required in the Western Australian Curriculum.

English as an Additional Language/Dialect (EAL/D) Progress Maps

Students working below the expected level due to a Language background other than English.

These students should be plotted, planned for and tracked through the progress maps. The progress map will form the basis of your discussions with Parents. They will be reported against the EAL/D Progress Maps in replacement of English on RTP. EALD students do not require a SEN plan unless they have a specific learning difficulty in addition to a language background other than English.

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