St Patrick's Primary School Fremantle

Assessment and Reporting Procedure

The following procedure has been designed in response to The School Curriculum and Standards Authority and its request for all schools to provide a School Assessment and Reporting procedure. This procedure will provide students, parents, guardians and the school community with information about how School Assessment and Reporting takes place within St Patrick's Primary, and how it aims to meet the learning needs of all students. The procedure is designated into three key areas, Curriculum, Assessment and Reporting.

CURRICULUM

St Patrick's Primary implements the Pre-Primary to Year 10 Western Australian Curriculum and Assessment Outline (the Outline), at www.scsa.wa.edu.au, to meet the learning needs of all students and 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 Outline

In relation to Kindergarten:

St Patrick's Primary is informed by Belonging, Being and Becoming: The Early Years Learning Framework (EYLF), which 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.

St Patrick's Primary curriculum planning accounts for the needs of all students. This includes the enrolment of students with disability in regular classes, education support classes and other education support settings.

In planning the delivery of the Pre-Primary to Year 10 Western Australian curriculum, St Patrick's Primary ensures it meets the requirements outlined in:

Western Australian Curriculum and Assessment Outline: curriculum requirements and available options (Table 1, over the page).

Table 1: *Western Australian Curriculum and Assessment Outline*: curriculum requirements and available options

Learning area	Year level										
	P	1	2	3	4	5	6	7	8	9	10
English	R	R	R	R	R	R	R	R	R	R	R
Mathematics	R	R	R	R	R	R	R	R	R	R	R
Science	R	R	R	R	R	R	R	R	R	R	R
Humanities and Social Sciences	R	R	R	R*	R	R*	R	R	R	R	R
Health and Physical Education	R	R	R	R	R	R	R	R	R	R	R
The Arts	R**	R**	R**	R**	R**	R**	R**	R**	R**	O	O
Technologies	R***	R***	R***	R***	R***	R***	R***	R***	R***	O	O
Languages	O	O	O	R****	R****	R****	R****	R****	R****	O	O

R = required   O = optional

R* = Humanities and Social Sciences: this learning area incorporates History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.

R** = The Arts: this learning area consists of five subject: Dance, Drama, Media Arts, Music and Visual Arts.
- All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8.
- It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.
- In Years 9 and 10 the study of The Arts is optional.

R*** = Technologies: this learning area consists of two subjects: Digital Technologies and Design and Technologies.
- All students will study both Technologies subjects from Pre-primary to the end of Year 8 (within Design and Technologies: Engineering principles and systems; Food and fibre production; Food and technologies specialisations; Materials and technologies specialisations). Students have the opportunity to study at least one of the contexts.
- Because Design and Technologies has contexts, it is desirable that schools provide students with the opportunity to engage with a range of contexts in Design and Technologies across Pre-primary to Year 10.
- In Years 9 and 10 the study of Technologies is optional.

R**** = Where possible, schools should provide Languages education from Pre-primary to Year 10. As a minimum, schools must offer:
- in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language, commencing with Year 3 in 2018 (extending to Year 4 in 2019, Year 5 in 2020 and Year 6 in 2021)
- in both Years 7 and 8, compulsory Languages education in a minimum of one language, commencing with Year 7 in 2022 (and Year 8 in 2023).

In Years 9 and 10 the study of Languages is optional.

The study of one of the Aboriginal and Torres Strait Islander languages is acceptable.

Recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of a foreign or Indigenous language.

Auslan is an acceptable alternative to the study of a language other than English.

Schools may offer a different language from those for which syllabuses are provided in the Western Australian Curriculum and Assessment Outline (e.g. Arabic, Hebrew, Hindi, Korean, Modern Greek, Vietnamese, first or background language Chinese). Where schools offer a different language (or curriculum at a different level) from those for which syllabuses are provided in the Western Australian Curriculum and Assessment Outline teachers will need to exercise their professional judgement in the adaptation of the Australian Curriculum, Assessment and Reporting Authority's (ACARA) curriculum or alternative syllabuses.

St Patrick's Primary uses discretion in regards to the use of the Notional Time Allocation Guidelines:

NOTIONAL TIME ALLOCATION GUIDELINES

Hours per week over 40 weeks per year (Based on a 25-hour school week)	
Subjects	Pre-Primary to Year 6
English	7 - 9
Mathematics	5
Religious Education (Including Prayer)	2.5 - 3
Humanities and Social Sciences	1
Science	1
Health and Physical Education	2-3
Languages	1-1.5
Technologies	2
The Arts	2

MODIFIED CURRICULUM

Here at St Patrick's Primary differentiation of the curriculum is implemented to cater for our individual learner needs.

If there is a legitimate reason for a student at St Patrick's Primary to be following a modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, students for whom English is an additional language/dialect), St Patrick's Primary will negotiate any variation to the Western Australian curriculum with the student and her/his parents/carers, and document the decisions made (for example, a documented Individual Education Plan and documented learning plan).

St Patrick's Primary 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, ABLE*WA*), detailed in the *Outline*, for planning for teaching students with disability and additional learning needs.

St Patrick's Primary 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.

ASSESSMENT

St Patrick's Primary 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 10 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.

ST PATRICK'S ASSESSMENT SCHEDULE

St Patrick's follows an Assessment and Reporting Plan that includes standardised assessments, subject assessments and informal assessments.

In addition, St Patrick's Primary School provides:

- Teacher/Parent meetings
- System design Semester reports for all students from K to 6
- Communication with parents in regards to students who are underperforming
- Digital portfolios for all students (Seesaw APP)
- One Note Years 3 to 6
- Administration of NAPLAN assessment
- Administration of BLRA online
- Open night/Showcase evenings

REPORTING

Components of Written Reports

St Patrick's Primary will use plain language to report to parents and guardians on the achievements of Pre-Primary to Year 6 students in terms of the Western Australian achievement standards. St Patrick's Primary will ensure that reports:

(a)   are readily understandable to those responsible for the student

(b)   give an accurate and objective assessment of the student's progress and achievement

(c)   include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the *Outline*

(d)   include, for subjects studied, an assessment of the student's achievement:

   (i)   in terms of the grades A, B, C, D and E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of Western Australian achievement standards, and

   (ii)   in relation to the performance of the student's peer group

(e)   include information about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale, which is used as a measure of achievement

(f)   include any additional information the school considers relevant, including an overall teacher comment.

In addition, for Pre-Primary, school reports are to include a description of the student's progress in *personal and social learning*.

Achievement in Learning Areas

St Patrick's Primary reports on student achievement. In Western Australia, student achievement is reported on a five-point scale for all years from Pre-Primary to Year 10. For the Pre-Primary year, student achievement is reported using achievement descriptors and without letter grades. For Years 3 to 6, letter grades and achievement descriptors are used.

Letter grade	Achievement descriptor
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 1: Parent-Teacher meetings

   Values Report

Term 2: Individual Student Report at End of Semester

   Case conference meetings for Parents/Carers of students on IEP

Term 3: Parent-Teacher meetings (as required)

Term 4: Individual Student Report at End of Semester

   Kindergarten Report

   Review meetings for Parents/Carers of students on an IEP.