



## ASSESSMENT AND REPORTING

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**RATIONALE** Santa Clara School is a faith community striving to recognise and respond to the image of Christ in us all, as we grow through work and prayer.

Part of providing a quality education is ensuring the school meets all assessment and reporting requirements. Santa Clara School staff strive to keep parents informed of their child's progress.

Santa Clara School has an assessment schedule for each year level that all staff are required to follow. Semester One and Semester Two reports are sent out to parents at the conclusion of term two and term four respectively.

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### PRINCIPLES

- This policy and associated procedures conforms to the School Curriculum and Standards Authority K-10 Outline.
- The school participates in all external assessment requirements, NAPLAN and BRLA for Year 3 and 5. Pre-primary also complete the On-Entry Assessment in Term 1 of each year.
- Each teacher is provided with a standardised assessment schedule that the school requires to be completed each year. A copy of the Santa Clara School school-based assessments is included. These assessments are reviewed annually and updated where necessary.
- Teacher based assessments take place on a regular basis in the classroom.

### PROCEDURES

The leadership in consultation with the teaching staff collectively analyses student results and prepares an annual curriculum plan. Results analysed are from NAPLAN but may also include diagnostic assessments. Annual School Priorities are then established for the subsequent year.

Assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At Santa Clara School the staff employ a range of formative and summative assessments, which demonstrate student achievement.

**Summative assessment** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students the opportunities to demonstrate what has been learned. It can assess several elements simultaneously. It informs and leads to improvement in student learning and the teaching process. It measures understanding of the central idea, and prompts students towards action.

**Formative assessment** provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the student already knows and can do. Formative assessment and teaching are

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directly linked and function purposely together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

**Assessment for learning at Santa Clara includes:**

- Using representative samples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of individuals and groups
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others

**Professional Judgments**

Teachers use the learning area judging standards in the WA Curriculum Outline to assist with their reporting and establishing grades.

**Communication with Parents:**

- All classes have Parent Information sessions where teachers advise parents on what assessments are carried out during the year and on how they can be contacted to discuss progress.
- Parent teacher interviews are held at the end of Term 1 where student progress is reported on to parents.
- Formal student reports go home at the end of each semester and parents have the opportunity to meet with teachers after the reports go home.
- Teacher staff communicate with parents throughout the school year depending on the needs of each individual student.

**Confidentiality**

**Family Confidential Files:** These folders are kept locked in the administration office and contain information regarding special family arrangements and parent/principal interviews. These files also contain confidential student information from outside agencies like psychology reports. These are accessed by the School Leadership Team or Administration Staff only, however, staff may request to look via approval by the Principal.

**Student Files:** These files are kept in the office storeroom in the class record facility (buckets). These files contain mid and end of year reports and other child progress reports i.e. NAPLAN.

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**Class Student Result Files:** These are drop files and go through the year levels with each class. These files contain standardised test results like NAPLAN, standardised tests and writing samples. Teachers' records are also photocopied and added to these files at the end of the year. These profiles accompany the class as they go through the school. These files should be kept locked in the class filing cabinet and the file is to be sent up to the new teacher at the end of each year during transition meetings.

### **Whole School Data Tracking:**

All standardised test data is tracked for all year levels and is stored in the Whole School Testing file on Sharepoint. These assessments can be found on our Whole School Testing Schedule.

### **NAPLAN**

NAPLAN assessments are conducted in May each year for Year 3 and 5 students. The results from NAPLAN are examined to determine strengths and weakness and guide our planning by utilising the APPRAISE data.

**The Early Years Literacy and Numeracy Data** is an opportunity to collect and record school-based Early Years data, through the Observation Survey and the Mathematics Assessment Interview, over time.

### **On- Entry Assessment**

All Pre-Primary students will be assessed on the On-Entry assessment in Term 1. In Term 4, students who are not yet meeting the expected standard would be re-assessed. However, not all Pre-primary students will be required to be reassessed.

**Bishops' Religious Literacy Assessment** is conducted for the Year 3 and Year 5 class in August each year.

### **Learning Support**

Learning support meetings are held once a term or when required. Students are discussed in relation to their achievements, goals, areas of concern, guidance and support.

**IEP and CAP meetings** are conducted each semester with the class teacher, parents and Curriculum leader (if required)

### **Reporting**

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting in all its forms (formal and informal) is to support teaching and learning by providing feedback to students, parents and teachers.

### **Grading Scale for Reports**

Reports are designed to provide an accurate and objective assessment of a student's progress. The following grading scale will continue to be used when reporting this semester. This scale will outline a student's knowledge, understanding, and skill level within the nine learning areas.

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Please note that the Grades reflect your child's achievement for the work undertaken this semester.

### **Year 3-6 Achievement Scale**

The rating definitions for the grading scale are:

#### **A - Well Above Standard**

The student demonstrates achievement that **has greatly exceeded the expected standard.**

#### **B - Above Standard**

The student demonstrates achievement that **exceeds the expected standard.**

#### **C - At Standard**

The student demonstrates **achievement at the expected standard**

#### **D - Below Standard**

The student demonstrates achievement **below the expected standard.**

#### **E - Well Below Standard**

The student demonstrates achievement **well below the minimum expected standard.**

When determining a grade, a teacher will assess whether the student is 'At Standard' (C) or above or below the standard.

### **Year PP-2 Achievement Scale**

**Excellent**- the students demonstrated excellent achievement of that is expected for this year level.

**High**- the students demonstrated high achievement of that is expected for this year level.

**Satisfactory** the students demonstrated satisfactory achievement of that is expected for this year level.

**Limited**- the students demonstrated limited achievement of that is expected for this year level.

**Very Low**- the students demonstrated very low achievement of that is expected for this year level.

### **Attitude and Effort**

The students are also assessed on attitude and effort using the following descriptors:

- Outstanding
- Very Good
- Satisfactory
- Inconsistent
- Unsatisfactory

### **Self Management and Awareness & Social Management and Awareness Skills**

Students are assessed based on their self management and social management skills using the following descriptors:

- Consistently
- Frequently
- Occasionally
- Rarely

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### **Additional Support and Alternative Reporting -**

Some students may receive additional support from Specialist Support Staff for Literacy, Numeracy, ESL and/or Special Education. In these instances, students might have an

Individualised Education Plan (IEP) in place or a Curriculum Adjustment Plan (CAP). These students will receive a report which will accurately report their progress in relation to their adjusted curriculum plan.

### **Kindergarten Reporting**

In Kindergarten, the Early Years learning Framework's is used to assess and document children growth and development in the following Learning Outcomes:

1. Children have a strong sense of Identity,
2. Children are connected with and contribute to their world,
3. Children have a strong sense of wellbeing
4. Children are confident and involved Learners
5. Children are effective communicators)

This is documented on work samples collected and displayed in their portfolios that are sent home each semester.

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