



# Armadale Primary School

## **Assessment and Reporting Policy**

(updated February 2024)

## **Introduction**

Schools communicate with parents and carers throughout the year to ensure that they are well informed about their child's achievement and progress. Schools and teachers report formally with an end of semester report and informally throughout the year in a variety of ways. At Armadale Primary School our reporting processes include end-of-semester reports, a teacher/ parent/ student meeting (Three-Way Conference) at the end of Term 1 (focus on Maths, English and Attitude; Behaviour and Effort), Parent Open Night in Term 3 and teachers report informally about their students' learning and development in a variety of ways tailored to the needs of the family and the school community (eg IEPs, GEPs, On Entry Reports,).

## **Purpose**

The purpose of this policy is to set the requirements and guidelines for reporting on students' achievement for Kindergarten to Year 6 in the context of Armadale Primary School. Our Assessment and Reporting Policy specifies how we as a staff:

- provide individual students with feedback on their learning;
- use student achievement information to plan future learning programs;
- make judgements of student achievement in relation to expected standards;
- administer prescribed national, State and system assessments;
- communicate with parents about student achievement and progress;
- report to parents for each student at the end of each semester; and
- distribute to parents prescribed national, State and system assessment reports.

## **Assessment and Reporting**

*Assessment* is the process of gathering information about students and their learning and making judgements using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning. *Reporting* is the process of communicating the outcomes of assessments to parents, carers and students.

## **Principles of Assessment**

At Armadale Primary assessment:

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

## **The Curriculum**

The School Curriculum and Standards Authority (SCASA) identify eight learning areas:

- English
- Mathematics
- Science (including Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences)
- Humanities and Social Sciences (including Civics and Citizenship, Economics and Business, Geography, History)
- The Arts (including Dance, Drama, Media Arts, Music, Visual Arts)
- Languages
- Health and Physical Education
- Technologies (including Design and Technology, Digital Technologies)

Relevant documents and other sources of information / websites considered when formulating the policy:

- ✧ Govt of WA School Curriculum and Standards Authority [Pre – Primary to Year 10: Teaching, Assessing and Reporting Policy](#)
- ✧ Department of Education [Curriculum, Assessment and Reporting Policy](#) v4.1 (last updated 4 October 2022)
- ✧ Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)
- ✧ Western Australian Curriculum Judging Standards documents
- ✧ Alice Springs (Mparntwe) Education Declaration (December 2019)
- ✧ [Principles of Learning, Teaching and Assessment](#)
- ✧ The Kindergarten Curriculum Guidelines
- ✧ Judging Standards documents
- ✧ [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## **Requirements and Guidelines for Armadale Primary School**

### ***Providing parents with feedback on their child's learning***

We acknowledge quality feedback provided in a timely manner improves student outcomes. Feedback at Armadale:

- directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement
- occurs during learning, while there is still time to act on it
- addresses partial understanding
- does not do the thinking for the student
- limits corrective information to the amount of advice the student can act on

### ***Using student achievement information to plan future learning programs***

Our assessments practices:

- are underpinned by the 6 SCSA Assessment Principles
- have clear assessment criteria that have been made known to students
- provide opportunities for students to demonstrate what they can do, know and understand
- align directly with the curriculum and use a variety of assessment strategies
- address the diverse needs/abilities of students, including those from EAL/D backgrounds, gifted and talented students and students with disability
- inform the student and the teacher about what needs to be learned next

Teachers utilise information gained through quality assessment tasks to plan at an individual, group or whole class level. Teacher judgement and system assessments are used to drive whole school improvement processes.

### ***Making judgements of student achievement in relation to expected standards***

West Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers should make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time will be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement will be allocated a C grade or satisfactory achievement.

At Armadale Primary we:

- Employ a moderation process, and utilise the materials provided by the School Curriculum and Standards Authority (including annotated work samples), to validate teacher judgement referenced to the expected standards. Our moderation process includes year level/cohort moderation tasks and is explicitly linked to the Principles of Assessment. Common assessments tasks are developed collaboratively.
- Use frequent, embedded assessments within the classroom
- Use assessments designed by individual teachers for their own students
- Use the occasional benchmark assessment
- Use summative assessments, and prescribed National and State assessments

### ***Administering prescribed National, State and system assessments***

The staff of Armadale Primary adhere to policies and procedures that govern these forms of assessment. Parents are informed of the assessments prior to them be administered. Parents make informed decisions about their child's participation in such assessments – should they wish to withdraw their child then they follow the processes required at both a system and state level.

### ***Communicating with parents about student achievement and progress***

We use a variety of strategies to communicate individual achievement and progress with parents. Parent meetings, emails, communication books, student work annotations and learning journeys are some of the strategies used to keep parents informed.

Teachers contact parents/carers of students whose Learning Area Achievement will drop more than one grade from their previous report OR if they will be receiving an E grade for the first time. This communication will take place BEFORE the upcoming semester report is sent home. In Semester One, the Three-Way Conferences can be used to relay this information.

### ***Informal reporting events***

Each year the school holds Three-Way Conferences (usually at the end of Term 1). This conference is between the class teacher, the student and the parents/carers during which English, Mathematics, Attitude, Behaviour and Effort may be discussed. Each family is enabled to schedule a 10 min time slot, per child, to meet with the teacher. If parents are unable to attend, they are encouraged to contact the teacher to organise an alternative time.

School Open Night is held each year in late Term 3, after school hours, and is a chance for families to come and view a selection of work samples and learning that has taken place over the year.

### ***2024 Dates***

<b>THREE-WAY CONFERENCE</b>	<b>SCHOOL OPEN NIGHT</b>
Wednesday Week 2 Term 2 10-minute meetings Focus areas = English; Maths; Attitude, Behaviour and Effort	Thursday Week 8, Term 3

### ***Whole School Reporting***

Whole school achievement and progress is reported to the Armadale School community via:

- The Annual Report

- The school newsletter and website
- Principal reports to the School Board and the Parents and Citizen (P & C) Group
- The Department of Education Schools Online function

'Like school' data and system expectations are used to make on balance judgements about student achievement and progress.

**Reporting to parents for each student at the end of each semester**

Parents and carers are provided with plain language reports twice a year. In addition to reporting students' achievement in the eight learning areas, reports to parents include information relating to the development of other student attributes that influence learning.

Our reports:

- are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
- include an assessment of the student's achievement against any available standards
- include, for learning areas studied, an assessment of the student's achievement reported as A, B, C, D and E (or an equivalent five-point scale) against clearly defined, specific learning standards

**Grades**

Your child's grades are described as:

A	Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B	High	The student demonstrates high achievement of what is expected for this year level.
C	Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D	Limited	The student demonstrates limited achievement of what is expected for this year level.
E	Very Low	The student demonstrates very low achievement of what is expected for this year level.

- include a teacher assessment of the student's attitude, behaviour and effort
- include class teacher comments in English and Mathematics
- include support teacher comments in Science, The Arts (Music), Phys Ed and Languages (Indonesian). Comments give an overview of content covered rather than individual student achievement
- Parents and carers, on request, can also be provided with their child's achievement relative to the performance of the student's peer group.

SEMESTER 1 REPORTS	SEMESTER 2 REPORTS
Reports on Compass for parents Week 11, Term 2	Reports on Compass for parents Week 10, Term 4.

**Distributing to parents prescribed National, State and system assessment reports.**

Parents and carers receive these reports within the mandated release dates. Teachers of classes / students involved in these assessments review performance information and where appropriate (when there is a clear discrepancy in student performance from teacher judgement) contact parents and caregivers prior to the release date of reports. Reports are sent home with students. Should parents and caregivers need more information about the assessment then they are to make a mutually agreeable time to meet with their child’s teacher. If required members of the Leadership Team can be involved in these discussions.

**APPENDIX A: LEARNING AREA REPORTING REQUIREMENTS FOR SEMESTER REPORT 2024 -2026 (PP-Year 6)**

LEARNING AREA	REPORTING REQUIREMENTS Report a grade (A-E) for:	
	SEMESTER 1	SEMESTER 2
English	Reading and Viewing Writing Speaking and Listening	Reading and Viewing Writing Speaking and Listening
Mathematics	Number and Algebra Measurement and Geometry	Number and Algebra Measurement and Geometry Statistics and Probability
Science	Science Understanding (Yr PP-6): <i>Physical Sciences</i> <i>Biological Sciences</i> <i>Chemical Sciences</i> <i>Earth and Spaces Sciences</i>  Science Inquiry Skills	Science Understanding (Yr PP-6): <i>Physical Sciences</i> <i>Biological Sciences</i> <i>Chemical Sciences</i> <i>Earth and Spaces Sciences</i>  Science Inquiry Skills Science as a Human Endeavour
Humanities and Social Sciences	History  Civics and Citizenship (Yr 3-6)	Geography  Economics & Business (Yr 5-6)
Health and Physical Education	Health Education <i>Personal, Social and Community Health</i>  Physical Education <i>Movement and Physical Activity</i>	Health Education <i>Personal, Social and Community Health</i>  Physical Education <i>Movement and Physical Activity</i>





**APPENDIX C: 2024 ARMADALE PRIMARY SCHOOL REPORTING SCHEDULE**

Year	English	Mathematics	Science	Humanities & Social Sciences	Languages	H&PE Physical Education	H&PE Health Education	ARTS Visual Arts	ARTS Music	Technologies
Kindy	School Designed Report in Semester One and Semester Two									
Pre- Primary		SEMESTER 1 Number & Algebra	SEMESTER 1 Science Inquiry Skills	SEMESTER 1 History		SEMESTER 1 Movement and Physical Activity	SEMESTER 1			

	Reading & Viewing Writing Speaking and Listening	Measurement & Geometry					Personal Social and Community Health			
		<b>SEMESTER 2</b> Number & Algebra Measure & Geometry Stats & Probability	<b>SEMESTER 2</b> Science Inquiry Skills	<b>SEMESTER 2</b> Geography		<b>SEMESTER 2</b> Movement and Physical Activity	<b>SEMESTER 2</b> Personal Social and Community Health			
<b>Year One</b>	Reading & Viewing Writing Speaking and Listening	<b>SEMESTER 1</b> Number & Algebra Measurement & Geometry	<b>SEMESTER 1</b> Science Inquiry Skills	<b>SEMESTER 1</b> History		<b>SEMESTER 1</b> Movement and Physical Activity	<b>SEMESTER 1</b> Personal Social and Community Health	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Design & Technologies
		<b>SEMESTER 2</b> Number & Algebra Measure & Geometry Stats & Probability	<b>SEMESTER 2</b> Science Inquiry Skills	<b>SEMESTER 2</b> Geography		<b>SEMESTER 2</b> Movement and Physical Activity	<b>SEMESTER 2</b> Personal Social and Community Health	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Digital Technologies
<b>Year Two</b>	Reading & Viewing Writing Speaking and Listening	<b>SEMESTER 1</b> Number & Algebra Measurement & Geometry	<b>SEMESTER 1</b> Science Inquiry Skills	<b>SEMESTER 1</b> History	<b>SEMESTER 1</b> Communicating	<b>SEMESTER 1</b> Movement and Physical Activity	<b>SEMESTER 1</b> Personal Social and Community Health	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Design & Technologies
		<b>SEMESTER 2</b> Number & Algebra Measure & Geometry Stats & Probability	<b>SEMESTER 2</b> Science Inquiry Skills	<b>SEMESTER 2</b> Geography	<b>SEMESTER 2</b> Understanding	<b>SEMESTER 2</b> Movement and Physical Activity	<b>SEMESTER 2</b> Personal Social and Community Health	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Digital Technologies
<b>Year Three</b>	Reading & Viewing Writing Speaking and Listening	<b>SEMESTER 1</b> Number & Algebra Measurement & Geometry	<b>SEMESTER 1</b> Science Inquiry Skills	<b>SEMESTER 1</b> History Civics & Citizenship	<b>SEMESTER 1</b> Communicating	<b>SEMESTER 1</b> Movement and Physical Activity	<b>SEMESTER 1</b> Personal Social and Community Health	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Design & Technologies
		<b>SEMESTER 2</b> Number & Algebra Measure & Geometry Stats & Probability	<b>SEMESTER 2</b> Science Inquiry Skills	<b>SEMESTER 2</b> Geography	<b>SEMESTER 2</b> Understanding	<b>SEMESTER 2</b> Movement and Physical Activity	<b>SEMESTER 2</b> Personal Social and Community Health	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Digital Technologies
<b>Year</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	<b>Humanities &amp; Social Sciences</b>	<b>Languages</b>	<b>H&amp;PE Physical Education</b>	<b>H&amp;PE Health Education</b>	<b>ARTS Visual Arts</b>	<b>ARTS Music</b>	<b>Technologies</b>
<b>Year Four</b>	Reading & Viewing Writing	<b>SEMESTER 1</b> Number & Algebra Measurement & Geometry	<b>SEMESTER 1</b> Science Inquiry Skills	<b>SEMESTER 1</b> History Civics & Citizenship	<b>SEMESTER 1</b> Communicating	<b>SEMESTER 1</b> Movement and Physical Activity	<b>SEMESTER 1</b> Personal Social and Community Health	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Design & Technologies

	Speaking and Listening									
		<b>SEMESTER 2</b> Number & Algebra Measure & Geometry Stats & Probability	<b>SEMESTER 2</b> Science Inquiry Skills	<b>SEMESTER 2</b> Geography	<b>SEMESTER 2</b> Understanding	<b>SEMESTER 2</b> Movement and Physical Activity	<b>SEMESTER 2</b> Personal Social and Community Health	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Digital Technologies
<b>Year Five</b>	Reading & Viewing Writing	<b>SEMESTER 1</b> Number & Algebra Measurement & Geometry	<b>SEMESTER 1</b> Science Inquiry Skills	<b>SEMESTER 1</b> Economics & Business Civics & Citizenship	<b>SEMESTER 1</b> Communicating	<b>SEMESTER 1</b> Movement and Physical Activity	<b>SEMESTER 1</b> Personal Social and Community Health	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Design & Technologies
	Speaking and Listening	<b>SEMESTER 2</b> Number & Algebra Measure & Geometry Stats & Probability	<b>SEMESTER 2</b> Science Inquiry Skills Science Understandings	<b>SEMESTER 2</b> Geography History	<b>SEMESTER 2</b> Understanding	<b>SEMESTER 2</b> Movement and Physical Activity	<b>SEMESTER 2</b> Personal Social and Community Health	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Digital Technologies
<b>Year Six</b>	Reading & Viewing Writing	<b>SEMESTER 1</b> Number & Algebra Measurement & Geometry	<b>SEMESTER 1</b> Science Inquiry Skills	<b>SEMESTER 1</b> History Civics & Citizenship	<b>SEMESTER 1</b> Communicating	<b>SEMESTER 1</b> Movement and Physical Activity	<b>SEMESTER 1</b> Personal Social and Community Health	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Making	<b>SEMESTER 1</b> Design & Technologies
	Speaking and Listening	<b>SEMESTER 2</b> Number & Algebra Measure & Geometry Stats & Probability	<b>SEMESTER 2</b> Science Inquiry Skills Science Understandings	<b>SEMESTER 2</b> Geography Economics & Business	<b>SEMESTER 2</b> Understanding	<b>SEMESTER 2</b> Movement and Physical Activity	<b>SEMESTER 2</b> Personal Social and Community Health	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Making Responding	<b>SEMESTER 2</b> Digital Technologies

## REPORTING GUIDELINES

### **Timeline and the Importance of Editing:**

All reports need to be submitted by the end of **week 8, Term 2 (Friday 7 June)**. They will then be locked for final editing by the Assistant Principals. It is a professional courtesy to have these completed by the due date – we are all under the pump at this time of the year. Not adhering to timelines can have a significant impact on others.

*Your reports will need to have been read by a buddy, ideally during Weeks 5 or 6 to ensure they are error free prior to submission to the Assistant Principals.*

*If you would like further direction, please see your line manager. They are able to read 1 or 2 comments and provide feedback prior to the deadlines listed above.*

### **Moderation is critical**

Please moderate your work samples across year groups. We want work samples and grades to be consistent across the same year group of classes.

Children's academic achievement is reported against the Western Australian Achievement Standards for their year using the Authority's A to E scale. We would prefer the A-E grades are used consistently across the whole school.

### **Grade allocation**

Remember the Grade reflects the child's progress/achievement at the time of reporting.

Any child who is achieving a D or E grade: you will need to indicate how they can improve. Comments must match the grade!

- **If allocating an E grade in ENGLISH and/or MATHEMATICS, the child MUST be placed on a SEN plan (IEP/GEP) moving forward.** If you are giving a student a D or E grade due to a lack of engagement in a learning area this needs to be reflected in the comment that 'based on what you have seen' or the student has 'demonstrated' they can only be given a D or E grade'.
- **For students previously allocated an E, a SEN Report is to be completed.** A comment is required, and you will grade against the 'checklists' based on the outcomes stated on the IEP/GEP. You do not put any grade in the initial report as you are not reporting against WA Curriculum content descriptors for that year group, for that particular student.
- **Not Assessed** – can only be used when a student has high absenteeism or is in a withdrawal program at the same time each week. Please speak to your principal before you use not assessed.

**Children's Names** – the child's legal names must be used to refer to the child in your comments e.g. Samantha instead of Sam; Gabrielle instead of Gabi; Legal surnames must be used, not the surname the child is known by or preferred.

### **Abbreviations and Contractions**

#### **Do not use**

- Abbreviations such as etc. and e.g.

- Contractions should not be used in formal writing.
- Do not use acronyms as parents may not know what these mean.

### Apostrophes

- To indicate omission of letters or possession (not to be used for simple plurals eg. CD's).

### Numbers

- Numbers nine and under are expressed as words in descriptive or narrative texts, e.g. nine schools, 35 have been completed.
- This is not the case however for Semester 1 and Term 3 where the digit number is used.

### Spelling and Grammatical 'nasties'

- Adopt the Education Department spelling of 'Program', **not** "Programme".
- The word "practice/practise" causes issues. The rule is: If the word is being used as a **noun**, then the spelling is "practice". (John will need a lot more practice). If the word is used as a verb, then the spelling is "practise". (John will need to practise each morning)
- When referring to a person, the correct word must be who, not that. For example, "John is a conscientious student who cooperates with his peers", **not** "that gets on with his peers".
- Commas, semi colons and capital letters need to be used correctly. If you're unsure, please check!

**FOCUS FOR REPORTING: Semester 1 reports need to focus on two things:**

1. **WHAT** skills the student is demonstrating across the sub strands of the Learning Area.
2. **HOW** can the student make further progress in Semester Two.

**SEN REPORTING ON GOALS SET UP IN AN INDIVIDUAL EDUCATION PLAN**

SEN reports have a unique assessment scale:

Assessment	Description
Em (Emerging, basic awareness)	Your child has no or very limited understanding and will require on-going support to achieve this outcome.
Est (Establishing)	Your child has some understanding and will require additional support to ensure they achieve this outcome.
C (Consolidating)	Your child has a sound understanding; further practise or support may help them improve.
A (Achieved at independent level)	Your child has a thorough understanding/ability.

**EXTENDED ABSENTEES**

This comment can be used if you have had students miss significant learning opportunities to explain not providing an achievement Grade.

*Significant absences during Semester One have impacted on (Name of child) learning and ability to be assessed against the Achievement Standard.*

## DUE DATES: SEMESTER ONE

From Week 8 – Class Teacher reports to be submitted to Line Managers proofing.

## NEW ARRIVALS AND DEPARTURES

Please notify Assistant Principals if any student is missing from your class.

**Category 1** – if a student arrives in week 1 or 2 of TERM 2 or TERM 4, all essential comments are required but the allocation of grades is optional

**Category 2** - If a student arrives in week 3 onwards in TERM 2 or TERM 4, then a General overall comment will suffice. ***Parents will be advised to contact the previous school for a full report.***

**Category 3** - If a student arrives any time during TERM 1 or TERM 3 then **a full report is required**

## REPORTING TIPS

- Maintain consistent present tense for Semester 1, past tense for Semester 2.
- **Ensure you avoid teacher jargon, the audience are parents.** Your comments must be in parent friendly language.
- Proper nouns require a capital. Eg: *Sounds Write, Aussie of the Month....*
- Be succinct, avoid superfluous words.  
*X is able to write with descriptive language. ð X writes using descriptive language.*
- Abbreviations are not suitable for reporting when referring to school terms; Yr 1 **Year 1**. Kindy **Kindergarten**.
- Strategies used by a student do not need capitals, they are verbs. Eg: X decodes
- **Check that the rating given for the grade is supported and matched by your comments**

### **Example**

*X writes detailed, descriptive Narrative and Recount texts in a logical sequence using the relevant structure. She confidently writes compound sentences using interesting vocabulary and correct grammar. X punctuates most sentences correctly using capital letters and full stops and experiments with some additional punctuation. She spells familiar words correctly and attempts to spell less familiar words.*

**FOCUS FOR REPORTING: Semester 2 reports need to focus on two things:**

Semester 2 comments focus on what the student *“has demonstrated”* with regard to the attainment of the Achievement Standard.

1. **WHAT** skills has the student demonstrated across the sub strands of the Learning Area.  
*Reading, Writing, Speaking and Listening, Number, Measurement/Geometry, Statistics & Probability...*
2. **HOW** can the student make further progress in the following reporting period or year.

- ✓ Students need to engage with the year level syllabus content and be assessed against the year level achievement standards.
- ✓ The judging standards assessment pointers describe an end of year achievement standard.
- ✓ The West Australian Curriculum achievement standard is a general year level statement. It describes ‘satisfactory’ performance at a ‘C grade level.
- ✓ The assessment pointers and the annotated work samples in Western Australian’s Judging Standards resources describe the quality of learning expected at each grade A – E and exemplify the achievement standards A – D.

### **Example**

*X writes detailed, descriptive Narrative and Recount texts in a logical sequence using the relevant structure. She confidently writes compound sentences using interesting vocabulary and correct grammar. X punctuates most sentences correctly using capital letters and full stops and experiments with some additional punctuation. She spells familiar words correctly and attempts to spell less familiar words.*

**NO SURPRISES!** The reports should not inform parents of anything they are not already aware of. Please ensure you have met with parents well before reports are sent home if their child is receiving an E grade, or their grade has dropped by two or more grades since their last formal report, or you are concerned about how parents will respond to their child’s report.