



St Anne's Primary School

*PO Box 493
27 Young Street
HARVEY WA 6220*

St Anne's School – Assessment and Reporting

Purpose

Assessment and reporting are essential components of the teaching and learning cycle at St Anne's School Harvey. They enable educators to evaluate student development not only in academic skills but also in collaboration, creativity, innovation, critical thinking, and appreciation of learning.

Assessment and reporting provide students, staff, and parents with clear insights into student progress, while also informing school-wide curriculum decisions, including approaches to literacy and numeracy.

Sources of Authority:

- CECWA Policy
- Education Policy
- Executive Directive
- Curriculum, Assessment and Reporting

Scope

These procedures apply to all students from Pre-Primary to Year 6. The Principal, in consultation with teaching staff, will develop school-based assessment and reporting plans that:

- Comply with system requirements for reporting in Religious Education.
- Align with the School Curriculum and Standards Authority [SCSA] requirements for Pre-Primary to Year 6 students.

For Kindergarten, the Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) guides principles, practices, and outcomes essential to support young children's learning and transition to school. The Kindergarten Curriculum Guidelines support educators in constructing a high-quality curriculum that reflects the EYLF and meets the learning needs of Western Australian children.

Definitions

- **Assessment:** The process of gathering information about students and their learning, then using this data to make judgements about achievement based on agreed standards (SCSA, 2016). At St Anne's School Harvey, teachers assess students to provide feedback, support personal growth, and guide goal setting. Assessment data informs future learning programs and enables accountability to parents and the wider school community.
- **Reporting:** The process of formally and informally communicating student achievements to parents, carers, and students (SCSA, 2016). Reporting fosters collaboration between teachers and parents to improve learning outcomes.

Procedures

Curriculum Implementation

St Anne's School Harvey implements the Pre-Primary to Year 10 Western Australian Curriculum in accordance with:

Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting

Assessment

Assessment at St Anne's School Harvey follows SCSA's Principles of Assessment, ensuring it is:

- An integral part of teaching and learning
- Educative
- Fair
- Purposeful
- Leads to informative reporting
- Supports school-wide evaluation processes

Teachers carry out ongoing formative assessments throughout learning cycles and provide feedback in multiple ways. One key platform for sharing student learning progress is Seesaw.

Students also participate in formal assessments as outlined in the school's assessment and reporting schedule (Appendix 1).

Reporting

Assessment informs teachers' reporting to parents and carers. Reporting communicates student achievement, progress, and recommendations for future learning.

St Anne's School Harvey uses a combination of formal and informal reporting:

- Informal reporting includes parent information evenings, parent-teacher meetings, and updates via Seesaw.
- Parent-Teacher Meetings can be arranged by parents or teachers as required throughout the year.
- Results from Religious Education assessments and NAPLAN are shared with parents when available.
- Formal reports are provided at the end of each semester using a five-point scale aligned with WA Curriculum standards.

Teachers may provide comparative information on a student's performance relative to peers if requested by parents. Reports aim to accurately and objectively reflect progress and achievement. Mid-year reports include professional judgements relative to the expected Achievement Standards.

Reporting Scales

Pre-Primary:

- Excellent achievement of expected standards
- High achievement of expected standards
- Satisfactory achievement of expected standards
- Limited achievement of expected standards
- Very low achievement of expected standards

Years 1–6:

- A – Excellent achievement
- B – High achievement
- C – Satisfactory achievement
- D – Limited achievement
- E – Very low achievement

Students receive:

- Overall grades and strand-level breakdowns for Religious Education, English and Mathematics, Health, Physical Education, Science, Italian, Performing Arts, Visual Arts, and Humanities and Social Sciences
- STEM reported through either Digital Technologies or Design Technologies strands
- Assessment of effort and behaviour in each learning area
- Personal and social learning progress
- Overall teacher comments

Modified Reporting

- Students on an EAL/D plan are assessed against individualised goals using the EAL/D Progress Maps.
- Students on an Individual Education Plan (IEP) are assessed against goals developed in consultation with parents, CECWA Students with Disabilities consultants, and any involved therapists. Case meetings are held twice yearly or as needed to review objectives and curriculum modifications.
- ABLEWA tools and curriculum are used for students requiring significant curriculum adjustments. Progress against IEP goals is documented and reported formally.