



Infant Jesus School

A LEADing Learning School

Assessment and Reporting Procedure

Aim

Infant Jesus School delivers curriculum that is consistent with Church, system, state and federal government legislation and regulations, and curriculum bodies. Curriculum is implemented to meet the learning needs of all students and promote the integration of faith and life in the person, and culture and faith in society. The school sets out student assessment and reporting processes in line with School Curriculum and Standards Authority (SCSA) requirements.

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum, Assessment and Reporting Executive Directive

Scope

This procedure statement applies to all students, staff and parents in the school community.

Procedure

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

In relation to Kindergarten and Pre-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 (School Curriculum and Standards Authority, 2016)

Assessment

Assessment at Infant Jesus School is ongoing, fair, and educative and occurs in a variety of forms throughout the school year. The assessment of student learning is used to inform whole school curriculum planning including approaches to literacy and numeracy instruction.

Reporting

The purpose of reporting, both formal and informal, is to communicate student achievement and progress as well as to provide recommendations for future learning. At Infant Jesus School we report to parents and carers in relation to the achievement of students in Pre-Primary to Year 6 in terms of the Western Australian achievement standards.

Reporting is provided:

- Formally, in an end of semester report using a five-point scale. The components of the formal report will meet the Policy Standards for Pre-Primary to Year 10: Teaching, Assessment and Reporting
- Informally, throughout the year in a variety of ways and for a variety of reasons, including parent-teacher meetings, parent information sessions, use of see-saw app.
- As requested from the student's parents/carers, providing information on how a student's achievement compares with the student's peer group at the school

Infant Jesus School will:

- disseminate to parents/carers the reports from national and statewide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
- submit to the School Curriculum and Standards Authority, when requested, end of Semester Two achievement descriptors/grades for individual Pre- Primary to Year 6 students

Grading Scale for Semester Reports

Reports are designed to provide, in plain language, an accurate and objective assessment of a student's progress and achievement. The grading scale will outline a student's knowledge, understanding and skill level within the nine Learning Areas and reflects a student's achievement for work undertaken during a particular semester.

The five-point grading scale for semester reports is as follows:

Pre-Primary:

- The student demonstrates exceptional achievement of what is expected for this year level
- The student has exceeded what is expected for this year level
- The student demonstrates expected achievement for this year level
- The student is working towards what is expected for this year level
- The student has not yet demonstrated what is expected for this year level

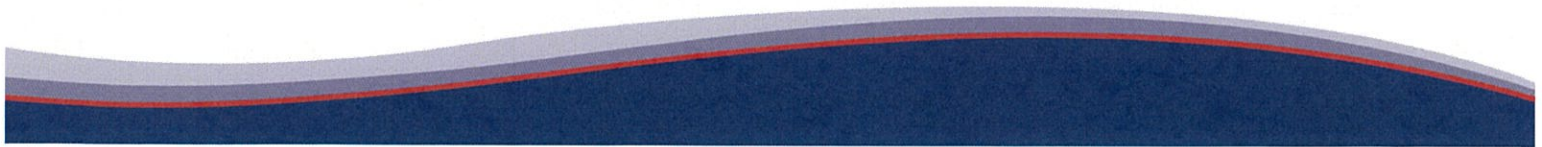
Year 1 to Year 6:

- 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 One: Compulsory Parent-Teacher Interviews
IEP Meetings for Parents/Carers of Students on an IEP

Term Two: Individual Student Report at End of Semester
Individual Student Portfolio
Review Meetings for Parents/Carers of Students on an IEP



Term Three: Student directed Learning Journey
NAPLAN report for students in Year 3 & Year 5
BRLA report for students in Year 3 & Year 5
Review Meetings for Parents/Carers of Students on an IEP

Term Four: Individual Student Report at End of Semester
Individual Student Portfolio
Review Meetings for Parents/Carers of Students on an IEP
Feedback Interview (Kindergarten Only)

Parent-Teacher Meetings may be initiated by either parents/carers or teachers on a needs basis throughout the year.

Additional Support and Alternative Reporting

Some students may receive additional support from Specialist Support Staff for Literacy, Numeracy, English as an Additional Language/Dialect (EALD) and/or Students with Disabilities. In these instances, a student may have an Individual Education Plan (IEP). For these students, schools may report on a student's progress/achievement in terms of the modified curriculum in consultation with Parents/Carers.

Authorised by	Clare Moffat	Signature:	
	Infant Jesus School Principal	Date:	8 December 2021
Effective Date:	January 2022	Next Review:	January 2023

