ST PIUS X CATHOLIC PRIMARY SCHOOL
ASSESSMENT & REPORTING PROCEDURE

RATIONALE

The following procedure has been designed in response to the requirement stipulated by the School Curriculum and Standards Authority for all schools to provide a Student Assessment and Reporting Procedure. It ensures that the Catholic Education Curriculum is consistent with Church, system, state and federal government legislation regulations and curriculum bodies. This document will provide parents and guardians with information about how Teaching, Assessment and Reporting takes place at St. Pius X. This document is broken up into three key areas: Curriculum, Assessment and Reporting.

PRINCIPLES

1. CEWA's curriculum helps students and young people discover and integrate Gospel values and deepen their understanding of these values through critical reflection and application.
2. Catholic faith, life and culture is integrated into all nine curriculum learning areas, the first of which is Religious Education.
3. CEWA's curriculum upholds the Christian vision of the human person, promotes human sexuality in accordance with the teachings of the Catholic Church and in partnership with parents as first educators of their children.
4. Through the CEWA curriculum children and young people will develop academic skills as well as the skills to collaborate, innovate, create, appreciate, and think critically in order to positively influence their rapidly changing world.
5. Pedagogical practices in CEWA schools are informed by evidence-based research.
6. CEWA uses a range of fair, valid, educative, explicit, and comprehensive assessment processes clearly linking teaching, learning and assessment to inform teaching and evaluate student learning.
7. CEWA educators are agile and responsive in considering the needs of students and young people as the starting point for all curriculum decisions.
8. CEWA's curriculum is inclusive and flexible to respond to the diverse developmental needs, interests, and abilities of individuals.
9. CEWA's curriculum creates opportunities for students and young children to learn to critique and respond to change.

10. Partnerships with other education and training stakeholders, help to create a curriculum that caters for the needs of all students and young people and promotes learning as a lifelong process.

11. CEWA curriculum fulfils the requirements of the system and all relevant state and federal government legislation.

12. CEWA schools meet their legal obligations under the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2005 (Cth) to make reasonable adjustments and support students with a disability to participate in education and training on the same basis as their peers without a disability.

13. The selection and use of texts is guided by the requirement for students to integrate Catholic faith, life and culture as part of their educational experience.

14. Early childhood pedagogy is a balance of intentional teaching and play-based learning that provides children with opportunities to explore, discover, imagine, and engage in purposeful and meaningful experiences.

DIRECTIVES

1. The principal must ensure the Religious Education Programme, as mandated by the Bishop of the Diocese, is implemented in accordance with the *Executive Directive – Religious Education*.
2. The principal must ensure that Gospel values and teachings are integrated into the curriculum and that educators have the necessary formation to deliver a Catholic curriculum by completing the necessary Accreditation.
3. The principal must ensure teaching staff meet the requirements of the Religious Education curriculum and SCSA in delivering curriculum. CEWA and SCSA are responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Catholic schools.
4. The principal must ensure the curriculum for years 11 and 12 students is consistent with the requirements of the *Western Australian Certificate of Education Manual.*
5. The principal of a school with three-year-old programs and kindergartens must ensure educators implement the *Early Years Learning Framework – Being, Belonging, Becoming*. Implementation of the Framework should inform practice from pre-primary to year 2.
6. The principal must ensure the integration of Aboriginal perspectives across all learning areas, as mandated by the Western Australian curriculum, and guided by the *Executive Directive – Aboriginal Education*.
7. The principal, in consultation with teaching staff, must develop school-based assessment and reporting plans that:
    - Comply with system requirements for reporting in Religious Education;
    - Comply with the requirements of SCSA for students in Pre-primary to Year 10;
    - Senior secondary plans require processes for monitoring, recording, and reporting enrolment and achievement data consistent with the requirements of SCSA.
8. The principal must ensure teaching staff use data-informed evaluation to ensure whole-school and early learning planning is effective in meeting all learning needs.
9. The principal must ensure teaching staff, within learning and teaching, differentiate to address the particular developmental needs of students and young people. This is achieved through environmental, instructional

and curriculum adjustments which should be recorded on an Individual Educational Plan. Refer to Key Resource Planning for Personalised Learning and Support.

10. The principal must ensure that staff undertake professional learning to understand their obligations as stipulated in the Disability Standards for Education 2005 (Cth). The recommended training is Disability Standards for Education e-learning modules.
11. The principal must ensure teaching staff use appropriate support documents to design and implement a curriculum focused on individual learning needs.
12. The principal must ensure teaching staff follow the *Guidelines for Selection of Appropriate Texts for Catholic Schools.*
13. The principal must ensure teaching staff provide opportunities for parents/guardians to meaningfully contribute to and support the curriculum, where appropriate.
14. The principal must ensure regular communication regarding student progress occurs between the school and parents/guardians, students, and young children.
15. The principal must ensure students are provided career counselling and subject selection support.
16. The principal should ensure their teaching staff liaise with industry, education, and relevant community groups to ensure all students and young people are being prepared for the needs of local, national, and global contexts.
17. The principal must follow CEWA's Three Year Old Programme Guidelines.

SCOPE

This policy informs all students, parents, and guardians of St Pius X.

CURRICULUM:

At St Pius X the Pre-Primary to Year 10 Western Australian Curriculum is implemented 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 Western Australian Curriculum and Assessment Outline www.scsa.wa.edu.au

In relation to Kindergarten and 3 Year Old Kindergarten, St Pius X 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* which 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.

At St Pius X Catholic Primary School, teachers make the students and their needs the starting point for all curriculum planning decisions. Our teaching staff differentiate the curriculum accordingly to meet the developmental needs of students.

Modified Curriculum

Here at St. Pius X, differentiation of the curriculum is implemented to cater for our individual learner needs.

If there is a legitimate reason for a student at St. Pius X to be following a modified curriculum (e.g. gifted and talented students, students with disability and additional learning needs, students for whom English is an additional language), St. Pius X will negotiate any variation to the Western Australian curriculum with the student and his/her parents/carers, and formally document the decisions made (e.g. a documented Individual Education Plan or Curriculum Adjusted Plan).

St Pius X. 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 Pius X 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.

ASSESSMENT:

St Pius X will:

- Monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the SCSA Outline
- Develop and administer assessments in relation to the content of the Pre-Primary to Year 6 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
- Seek opportunities to engage in moderation of student work with nearby schools
- Carry out NAPLAN and other prescribed national and state-wide assessments annually
- Follow the school Assessment Schedule in regards to testing and assessment of students (Appendix 1)
- Follow the school Identifying Students Requiring Support document in regards to testing and assessment of students (Appendix 2)

REPORTING:

St. Pius X will use plain language to report to parents and guardians on the achievements of Pre-Primary to Year 6 students in accordance with the Western Australian achievement standards.

St Pius X will ensure that reports:

- are readily understandable to the child's parents / guardians
- give an accurate and objective assessment of the student's progress and achievement

- include an assessment of the student's achievement in terms of the Western Australian achievement standards
- include, for subjects studied, an assessment of the student's achievement:
  - in terms of the grades A,B,C,D and E (or equivalent five point scale/achievement descriptor), clearly defined in terms of Western Australian achievement standards, and
  - in relation to the performance of the student's peer group, upon request for this information by the parent or guardian
- 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
- 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. Pius X reports on achievement:

- In Pre-Primary, student achievement is reported using achievement descriptors and without letter grades.
- For Years 1-6, student achievement is reported using system based or school-based achievement descriptors and letter grades.

Timeline of Reporting:

Term 1: Week 9-10: Interim Report & Parent-Teacher Interviews	**Term 2:** Week 10: Semester One Reports sent home
Term 3: Parent-Teacher Interview at parent request Open Night / Learning Journey Night	**Term 4:** Week 3: Letter sent to parents of students likely to receive a D or E grade in any given curriculum area. Last week of term for students: Semester Two Reports sent home

End of Semester Reports:

- A formal report cannot be completed for a student leaving before the end of a semester / new to the school within any semester unless that student has completed at least 15 weeks attendance in that semester. The report will be completed with modifications and disseminated at the same time as other student reports prior to the end of semester.

- Students going on holiday during a semester and returning within the same semester may not have been assessed in specific learning areas and will therefore have NOT APPLICABLE (NA) on the formal report for the work/outcomes missed.

- Students new to the school may be given a modified report depending on the amount of time spent within the learning group.

APPENDIX A – EARLY CHILDHOOD ASSESSMENT SCHEDULE

Term	Assessment & Reporting	
Term 1	***Kindy***	***Pre-Primary***
	PIPS Testing: Week 3 **SPOTS Testing:** Week 4 **Progress File** English x 1 Mathematics x 1 Teacher Selection x 2 Self-Reflection x 1 **Parent Interview:** Week 9-10	**PIPS Testing:** Week 3 **Seesaw Electronic Portfolio:** English x1 Mathematics x 1 Religion x 1 Music x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1
Term 2	**Progress File:** Mathematics x 2 English x 2 Religion x 1 Teacher Selection x 1 **Interview - Teacher Discretion** **Semester One Report:** Week 10	**Seesaw Electronic Portfolio** Mathematics x 2 English x 2 Religion x 1 Teacher Selection x 1 Music x 1 P.E. x 1 Italian x 1 Science x 1 **Interview - Teacher Discretion** **Semester One Report:** Week 10
Term 3	**Progress Files** English x 2 Mathematics x 2 Religion x 1 Music x 1 Self-Reflection x 1 **Whole School Open Day/Night** **Interview - Teacher Discretion**	**Seesaw Electronic Portfolio** English x 2 Mathematics x 2 Religion x 1 Teacher Selection x 1 Music x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Whole School Open Day/Night** **Interview - Teacher Discretion**
Term 4	**Progress Files** English x 2 Mathematics x 2 Religion x 1 Music x 1 Teacher Selection x 2 **Interview - Teacher Discretion**	**Seesaw Electronic Portfolio** Mathematics x 1 English x 2 Religion x 1 Teacher Selection x 1 Music x 1 P.E. x 1 Italian x 1 Science x 1 **PIPS Testing** **Interview - Teacher Discretion**

APPENDIX B – JUNIOR PRIMARY ASSESSNENT SCHEDULE

Term	Assessment & Reporting	
Term 1	***Year 1***	***Year 2***
	Seesaw Electronic Portfolio: English x 1 Mathematics x 1 Religion x 1 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Parent Interview:** Week 9-10	**Seesaw Electronic Portfolio:** English x 1 Mathematics x 1 Religion x 1 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Parent Interview:** Week 9-10
Term 2	**Seesaw Electronic Portfolio:** English x1 Mathematics x 1 Religion x 1 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Interview - Teacher Discretion** **Semester One Report:** Week 10	**Seesaw Electronic Portfolio** English x 2 Mathematics x 2 Religion x 2 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Interview - Teacher Discretion** **Semester One Report:** Week 10
Term 3	**Seesaw Electronic Portfolio:** English x1 Mathematics x 1 Religion x 1 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Whole School Open Day/Night** **Interview - Teacher Discretion**	**Seesaw Electronic Portfolio** English x 2 Mathematics x 2 Religion x 2 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Whole School Open Day/Night** **Interview - Teacher Discretion**
Term 4	**Seesaw Electronic Portfolio** English x 2 Mathematics x 2 Religion x 2 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 2 **Interview - Teacher Discretion** **Semester Two Report:** Week 10	**Seesaw Electronic Portfolio** English x 2 Mathematics x 2 Religion x 2 HASS x 1 Music x 1 Technologies x 1 P.E. x 1 Italian x 1 Science x 1 **Interview - Teacher Discretion** **Semester Two Report:** Week 10

APPENDIX C – UPPER PRIMARY ASSESSMENT SCHEDULE

Term	*Assessment & Reporting*	
Term 1	***Year 3 -6***	
	Seesaw Electronic Portfolio: English x1 Mathematics x 1 Religion x 1 HASS x 1 Music x 1 Technologies	P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Parent Interview:** Week 9-10
Term 2	**Seesaw Electronic Portfolio:** English x 2 Mathematics x 2 Religion x 2 HASS x 1 Music x 1 Technologies x 1	P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Interview - Teacher Discretion** **Semester One Report:** Week 10
Term 3	**Seesaw Electronic Portfolio:** English x 2 Mathematics x 2 Religion x 2 HASS x 1 Music x 1 Technologies x 1	P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Whole School Open Day/Night** **Interview - Teacher Discretion**
Term 4	**Seesaw Electronic Portfolio** English x 2 Mathematics x 2 Religion x 2 HASS x 1 Music x 1 Technologies x 1	P.E. x 1 Italian x 1 Science x 1 Self-Reflection x 1 **Interview - Teacher Discretion** **Semester Two Report:** Week 10

APPENDIX C – DIAGNOSTIC TESTING SCHEDULE

	ASSESSMENT	***COMPLETED BY***	***DATE TO INPUT***
Kindy	Speech and Language Screening (Administered by Community Health Nurse) SPOTS (Administered by KZ Speech) Pre-Literacy Screen (Diana Rigg) - Syllable Segmentation - Verbalisation of Initial Phoneme - Blending - Alphabet Sound and knowledge Mathematics - Counting a collection to 20 - Identifying main 2D shapes and colours - Read numbers to 20	Term 1 Week 3 Term 1 Week 4 Term 1 Term 2 Term 3 Term 4 Term 4	n/a n/a Term 1 Week 7 Term 2 Week 7 Term 3 Week 7 Term 4 Week 7 Term 4 Week 7
Pre-Primary	Online Learning Interview (OLI) - Reading, Spelling, Writing and Mathematics Pre-Literacy Screen (Diana Rigg) - Blending and Segmentation of CVC words - Phonics Alphabet Sound Recognition - Letter Formation - Early Reading Profile - Phonic Sight Words Placement test Reading Fluency & Comprehension - Running Records for children at Levels 1-30	Term 1 Term 4 (at risk) Term 1 Term 1 Term 1 & Term 2 Term 2 & Term 3 Term 3 & Term 4 Term 3 & Term 4	Term 1 Week 9 Term 4 Week 7 Term 1 Week 9 Term 1 Week 9 Term 1 & 2 Week 9 Term 2 & 3 Week 9 Term 4 Week 7 Term 4 Week 7
Year 1	Online Learning Interview (OLI) - Reading, Spelling, Writing and Mathematics Reading Fluency & Comprehension - PM Benchmark Kit Running Records for children at Levels 1-30 Spelling - Spelling Sounds Placement Test (Diana Rigg) & Sight Words Test (Diana Rigg 1-100)	Term 1 Term 4 (at risk) Term 1-4 (3x) Term 1 Week 2 Term 4 Week 6	Term 1 Week 9 Term 4 Week 7 Term 4 Week 7 n/a Term 4 Week 7
Year 2	ACER ➢ PAT Spelling (Test 3) ➢ PAT-R Comprehension (Test 2) ➢ PAT Mathematics (Test 2) Reading Fluency & Comprehension - PM Benchmark Kit Running Records for children at Levels 1-30 - Informal Prose Inventory beyond RRL 30 Spelling - Spelling Sounds Placement Test (Diana Rigg) & Sight Words Test (Diana Rigg 100-200)	Term 4 Week 4 Term 1-4 (3x) Term 1 Week 2 Term 4 Week 6	Term 4 Week 7 Term 4 Week 7 n/a Term 4 Week 7

	ASSESSMENT	***COMPLETED BY***	***DATE TO INPUT***
Year 3	NAPLAN Bishop Literacy Test ACER ➢ PAT Spelling (Test 3) ➢ PAT-R Comprehension (Test 3) ➢ PAT Grammar & Punctuation (Test 3) ➢ PAT Vocabulary (Test 1) ➢ PAT Mathematics (Test 3) Reading Fluency & Comprehension - PM Benchmark Kit Running Records for children at Levels 1-30 - Informal Prose Inventory beyond RRL 30 Spelling - Spelling Sounds Placement Test (Diana Rigg) & Sight Words Test (Diana Rigg 200-300)	Term 2 Term 3 Term 4 Week 4 Term 1 & Term 4 Term 1 Week 2 Term 4 Week 6	n/a n/a Term 4 Week 7 Term 4 Week 7 n/a Term 4 Week 7
Year 4	ACER Testing ➢ PAT Spelling (Test 4) ➢ PAT – R Comprehension (Test 4) ➢ PAT Grammar & Punctuation (Test 4) ➢ PAT Vocabulary (Test 1) ➢ PAT Mathematics (Test 4) ➢ eWrite Reading Fluency & Comprehension - Running Records PM Benchmark Kit or Informal Prose Inventory Spelling - Spelling Sounds Placement Test (Diana Rigg)	Term 4 Week 4 Term 3 Week 9 Term 1 & Term 4 Term 1 Week 2 Term 4 Week 6	Term 4 Week 7 Term 4 Week 7 Term 4 Week 7 n/a Term 4 Week 7
Year 5	NAPLAN Bishop's Religious Literacy Test ACER ➢ PAT Spelling (Test 5) ➢ PAT-R Comprehension (Test 5) ➢ PAT Grammar & Punctuation (Test 5) ➢ PAT Vocabulary (Test 2) ➢ PAT Mathematics (Test 5) ➢ eWrite Reading Fluency & Comprehension - Informal Prose Inventory Spelling - Spelling Sounds Placement Test (Diana Rigg)	Term 2 Term 3 Term 4 Week 4 Term 3 Week 9 Term 1 & Term 4 Term 1 Week 2 Term 4 Week 6	n/a n/a Term 4 Week 7 Term 4 Week 7 Term 4 Week 7 n/a Term 4 Week 7
Year 6	ACER ➢ PAT Spelling (Test 6) ➢ PAT-R Comprehension (Test 6) ➢ PAT Grammar & Punctuation (Test 6) ➢ PAT Vocabulary (Test 3) ➢ PAT Mathematics (Test 6) ➢ eWrite	Term 4 Week 4 Term 3 Week 9	Term 4 Week 7 Term 4 Week 7

	Reading Fluency & Comprehension - Informal Prose Inventory Spelling - Spelling Sounds Placement Test (Diana Rigg)	Term 1 & Term 4 Term 1 Week 2 Term 4 Week 6	Term 4 Week 7 n/a Term 4 Week 7

REFERENCES

Catholic Education Commission Western Australia Education Policy – February 2021

Authorised By	Principal	Signature	M.Vranjes
		Date	14/12/21
Effective Date	Jan 2022	Next Review	2025