



Spencer Park Primary School Assessment and Reporting Policy (Reviewed 2025)

BELIEFS

As a school our **beliefs** about what constitutes effective assessment and reporting are based on our overall **Beliefs about Optimal Learning**, our **School Values** and the **Six Key Principles of Assessment** from the WA Curriculum and Assessment Outline:

- Assessment should be an integral part of the Teaching and learning process.
- Assessment should be educative.
- Assessment should be fair.
- Assessment should be designed to meet their specific purposes.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wise evaluation processes.

As well as this we have identified the following descriptive words and phrases as being important when it comes to assessment and reporting in our school.

Assessment and reporting in our school will;

- Be a mixture of formal and informal processes
- Be both formative and summative
- Be across the scope of the curriculum
- Be workable and manageable
- Involve self and peer assessment.
- Be regular and ongoing
- Be holistic
- Involve reports that are truthful, consistent and understandable
- Involve reports with on information based on a broad range of assessments over time

METHODS OF ASSESSMENT

Teachers at our school will use a variety of assessment processes including:

- Observation
- Rubrics
- Checklists
- Student Journals
- Interviews
- Open Ended Tasks
- Peer Assessment
- Self-Assessment
- Teacher Made Tests
- Standardised Tests
- In School Moderation
- ACER's PAT testing
- Systemic (NAPLAN, On Entry)
- DIBELS
- PLD screens
- Phonemic Awareness screens

National Assessment Program Literacy and Numeracy (NAPLAN Testing)

Each year, students in years 3 and 5 will undertake prescribed system assessments such as NAPLAN. Our school will utilise this information in assessment, planning for improvement and school review processes. Information from the assessments will be distributed to parents with the school reports that are sent home to parents at the end of each year. On-line NAPLAN testing will be supported through the provision of devices and developing ICT skills.

On Entry Assessment

Each Year, students in Pre-Primary are assessed using Module 1 assessments. Our school uses this information to inform teaching and learning practices to target early literacy and numeracy skills. Parents receive a comprehensive report at the end of the assessment cycle detailing their child's achievement and offers suggestions to support continued growth.

REPORTING

Reporting to parents should involve the provision of information that is timely, accurate and relevant. We believe that if parents are to take an active and effective role in their child's education then they require dependable feedback about the progress that they have made and what they need to do to ensure this progress continues at an appropriate rate.

Requirements as far as reporting is concerned are as follows:

1. *Curriculum, Assessment and Reporting (CAR) Policy 2019*
2. *School Curriculum and Standards Authority (SCSA) 2018*
3. *School Education Act (SEA) 2019*

1. CAR Policy

3.2 ASSESSMENT AND REPORTING

Principals, in consultation with teaching staff, must develop school based assessment and reporting plans that:

- comply with the requirements of the School Curriculum and Standards Authority for students in Pre-primary to Year 10;
- specify how principals and teachers will report achievement of each student from Kindergarten to Year 12 at the end of each semester, including the requirements that Department-endorsed reporting templates are used for Pre-primary to Year 10.

2. SCSA

Schools will:

1. Use plain language to report to parents/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement standards – such reports will be 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, Assessing and Reporting
 - informally, throughout the year in a variety of ways and for a variety of reasons, and
 - 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.
2. Disseminate to parents/carers the reports from national and state-wide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
3. Submit to the Authority end of Semester Two achievement descriptors/grades for individual Pre-primary to Year 10 students.
4. 2.3. Modified reporting

If there is a legitimate reason for a student to be following a modified curriculum (as outlined in section 1.1), in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.

Schools use discretion in regard to the use of the ABLEWA assessment tool and the EAL/D Progress Map when monitoring and reporting on the progress/achievement of students with disability and additional learning needs and students for whom English is an additional language/dialect.

3. School Education Act (SEA) 2019 – Part 2 Teachers

9.5: Teachers are required to conduct up to two formal interview/meetings with parent/carers outside the normal school day or normal operating hours each year to discuss students' progress.

SCSA STANDARDS FOR REPORTING

In Western Australia, student achievement is reported on a five-point scale for all years from PP to Year 10.

For the Pre-primary year, student achievement is reported using achievement descriptors and without letter grades.

For Years 1–2, student achievement is reported using system-based or school-based achievement descriptors or those in the table below. Schools may use letter grades.

Details regarding the flexibility provided for school systems or schools in reporting on Pre-primary to Year 2 student achievement is detailed on the following page.

For Years 3–10, letter grades and achievement descriptors outlined in the following table must be used.

Letter grade	Achievement Descriptor
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.

Note 1: As the WA Curriculum is implemented, expected achievement will be defined by the achievement standards as described in the *Western Australian Curriculum and Assessment Outline*.

PRE-PRIMARY TO YEAR 2 REPORTING

In the pre primary year, schools:

- report student achievement in English and Mathematics
- are strongly encouraged to report in Science
- may choose to report in other learning areas
- report using achievement descriptors but without letter grades. The achievement descriptors used may be system-based, school-based or those in Table 3, but must align with the achievement standards described in the Outline
- include information on the report about the student's attitude, behaviour and effort in terms other than the **five-point** scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

In Years 1 and 2, schools:

- report on student achievement in all the learning areas taught
- report using system-based or school-based achievement descriptors or those in Table 3 and may use letter grades. The achievement descriptors must align with the achievement standards described in the Outline
- include information on the report about the student's attitude, behaviour and effort in terms other than the five-point scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

YEARS 3–10 REPORTING

For Years 3–10, schools:

- report on student achievement in all the learning areas taught
- report using letter grades and achievement descriptors provided in Table 3
- include information on the report 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 on the report any additional information the school considers relevant, including an overall teacher comment.

METHODS OF REPORTING

For **students in years 1 to 6** reporting to parents at our school will occur in the following ways:

- **Term 1** – An Interim Report will be provided, that gives parents brief but important information about how their child has settled into the school year in terms of work habits and personal and social development. Teachers will request interviews with parents at this time should further information need to be provided. **SCSA/SEA**
- **Term 2** - A Standard System Report as per the information provided above and following the guidelines set by the **SCSA** and according to the schools reporting schedule. Where appropriate a collection of the child's completed work for this semester can be sent home. **CAR/SCSA**
- **Term 3** – A school Open Night is held to allow parents to view student work. **SCSA/SEA**
Students in years 3 & 5 will also receive information about their NAPLAN assessments. **SCSA**
- **Term 4** – A Standard System Report as per the information provided above and following the guidelines set by the **SCSA** and according to the schools reporting schedule. Along with this all of the child's work for the final semester is to be sent home. **CAR/SCSA**

Students undertaking a modified curriculum (e.g. a documented individual education plan, documented learning plan or differentiated learning plan)

Student requiring a documented learning plan should have their learning plan achievements recorded alongside their formal semester reports. This will be in the form of SEN reporting. Please see amended Documented Plan Policy.

For students in years 1 to 6 who are identified as having major learning difficulties and require a documented plan, it is expected that at least two parent-teacher interviews would be conducted for the year to share information about the documented plan and student progress. (This may include case conferences or existing processes).

For **students in kindergarten and pre-primary** teachers are required to report in English and Mathematics and may choose to report in the other learning areas. Reporting to parents will occur in the following ways:

- **Term 1** Parent/Teacher interviews where required.
- **Term 2** Written formative report (as per Standard System Report) and portfolio of student's work.
- **Term 3** A school open night is held to allow parents to view student work.
- **Term 4** A written formative report (as per Standard System Report) and portfolio of student's work.

As well as the processes detailed above, it is expected that;

- Teachers will inform parents of any issue that may affect students' learning as they become apparent
- Parents will keep teachers informed with up to date information about their children.
- Where possible students have input in relation to assessment and reporting processes.

EVALUATION

This policy will be reviewed by staff when needed. In addition, parents will give feedback about reporting as part of the school's regular parent survey, this will be analysed to determine the effectiveness of this policy.



REPORTING SCHEDULE

Curriculum Area	PP		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
English <i>Reading, Writing, Listening and Speaking (P-Y6)</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics <i>Number and Algebra, Measurement and Geometry, Statistics and probability (P-Y6)</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science <i>Biological, Chemical, Physical, Earth and Space Sciences; Science Inquiry Skills, Sciences as a Human Endeavour (P-Y6)</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HASS <i>History, Geography (P-Y6); Civics and Citizenship (Y3-6); Economics and Business (Y5-6)</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HPE <i>Movement and Physical Activity; Personal, Social and Community (P-Y6)</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Languages <i>Communicating, Understanding (Y3-6)</i>							✓	✓	✓	✓	✓	✓	2026	2026
Technologies <i>Digital Technologies; Design and Technology (P-6)</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Arts <i>Making, Responding (P-Y6)</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Please note, while there is no requirement to report learning achievement for each strand and substrand of curriculum areas, there is a requirement to ensure adequate curriculum delivery of each strand and substrand. **Teachers should ensure their planning allows for rich curriculum experiences across the broad spectrum of each curriculum area.**

REPORT GUIDELINES

Reports are one of the formal ways in which the school is required to inform parents of their student's progress. The following procedures and guidelines should be used when preparing and producing your reports.

PRIOR TO COMMENCING

- Ensure that the Reporting Schedule is the same as what you have been teaching – check the contexts.
- Ensure that you have a range of data to use in determining grade allocation and comments (PM Reading levels, tests, checklists, NAPLAN, work samples, etc.)
- Check that you have all the students/classes that you require access to.

GRADES

- Check exemplars – refer to the SCSA website to look at the Judging Standards for different learning areas and year levels. <https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards/>
- Check Year level, Learning Area Achievement Standards
- Collaborate with your colleagues about grade allocation – moderation of student work is still necessary to ensure consistency across different rooms and year levels.

REPORT COMMENTS

General Considerations

- NO SURPRISES – Please do not write something (particularly negative) that the parent has not heard before.
- Be truthful - we can share truths with parents diplomatically.
- Use common language free from jargon or technical language - using 'edu speak' alienates parents and makes us less approachable.
- Avoid lists of 'can do' – these tend to sound impersonal and recipe like.
- Avoid comment banks that you have not created/modified yourself.
- Personal voice – write to a parent like you're speaking to a parent.
- Relate comments to demonstrated outcomes (observable).
- Ensure there is some parity and uniformity between comments provided by different staff who take reading, spelling or maths groups.
- Limit subjective comments – refer to the behaviour rather than how it is demonstrated.
- Make mention of any scaffolds or supports that students receives to participate appropriately or achieve.

Structural Considerations for LA comments

- If a student is receiving additional support, drag the 'adjustment' comment from the comment bank into the learning area.

Overall Comment

- Include a comment of the student's overall progress whilst also contextualising progress according to supports in place to support the student
- Avoid stating if students are at, above or below, however, discuss student progress, effort, abilities as a learner
- Include overview of **Achievement, Action** and **Approach**.
- **Include comment about attendance, if below 80%.**
- Include comment about IBMP, if relevant.
- Include a personalised comment to the student at the end; separated from the main comment by a missed line.
- Include comment about personal achievements: student councillor, PEAC, sporting achievements, Spellademic teams, Choir etc.

WHO NEEDS A REPORT?

- Students who enrol after Week 3 of term 2 or after Week 3 of term 4 do not require a full report.
- The students in the above category should have a note sent home by the teacher or a partial report outlining that: *"Insufficient data is unavailable to make formal judgements on your child's academic progress. I would encourage you to make an appointment to discuss your child's progress since their arrival at SPPS. Please contact me through the office."*
- Students who have left prior to these dates require a report if they have completed at least one term. This report will be sent to their new schools.
- Students who have left without completing a full term do not require a report.
- All other students will require a report.

SEN REPORTING

To be completed for students who:

- identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data (NCCD) on School Students with a Disability
- receives an Individual Disability Allocation
- has ongoing absences
- is in the care of the CEO of the Department of Communities
- has chronic, long term or significant health care conditions
- has complex and challenging behaviours
- presents a risk of harm to themselves or others.

Please remember SEN reports:

- Must be treated as a stand-alone report; do not assume the reader has read or possesses a copy of a student's main report when reading the SEN report.
- Include context and ratios of support in *context* box.
- Learning Area comments are optional. If including, be specific about achievement and scaffolds/supports provided to make gain. If not including, following statement should be made in the *comments* box: "Please refer to Valentina's main report for more information."

PROOFING

- Specialist teachers need to check all students have a grade and effort
- Classroom teachers need to print out their reports and have them edited by a peer. Once the necessary changes have been made, inform administration and we will carry out the final read.
- If the reports require major corrections, they will be sent back.

FINALLY

- Reports will be emailed to parents by administration in the final week of term 2 & 4.
- Students who require a paper copy will have these printed by administration and be sent to classes.
- Paper copies for buff files will be collated by administration and provided to classroom teachers.

GENERAL COMMENT EXAMPLES

Achievement Action Approach

Giovanni

Giovanni is a cheerful and engaging student who always interacts well with the class. He is at all times co-operative and well mannered. Giovanni always behaves responsibly and carries out tasks efficiently and independently. I would like to see Giovanni interact and engage in small group situations a little more, to enable him to express his opinions at a more mature level. Overall, Giovanni has had a very successful term and should be proud of his achievements.

I am very pleased with your effort and achievements this semester Giovanni. Keep it up.

Adolf

Adolf is creative and has a real interest in general knowledge. He needs to continue to be more engaged with the tasks he is required to do and maintain more thought and effort into his work. This improved approach to his work has resulted in some excellent outcomes and we are starting to see what Adolf is capable of. Adolf is always respectful to both staff and his peers.

You have put in a great effort this term Adolf and should be very proud of your achievements.

SEN REPORTING CONTEXT EXAMPLES

Francesco

Francesco attends Reading Support sessions that run for 30 minutes, 4 times each week. The focus has been on consolidating phonemic awareness, sight words, reading fluency and expression and developing reading comprehension at an oral level. In writing lessons, we have explicitly covered the Seven Steps to Writing Success program and applied these to narrative and persuasive texts. Francesco has used the scaffolds provided in class to create a range of text types.

Valentina

Valentina is provided 1:1 repeat instructions, scaffolded supports (such as board work printouts, task breakdowns, differentiated worksheet activities, use of concrete materials) and over the shoulder support throughout teaching and learning sessions, Valentina attends the following differentiated learning programs and support programs:

- * Targeted Literacy Support: small group (1:5) 4x per week with Ms. Sims, focusing on phonemic awareness, blending and segmenting, oral reading comprehension, high frequency word recognition and spelling.
- * Small group reading and writing with classroom Education Assistant focusing on blending and segmenting, reading and understanding decodable texts, writing CVC words and dictated sentences 4x per week.

REPORTING PROCESSES

SEMESTER 1

TERM 1 – WEEK 1

- SEN
 - RTP Report Group Maintenance
 - create reporting groups (based on classroom)
 - assign teachers (including tandem teachers) to groups
 - assign learning areas to groups
 - assign students based on student services list
 - RTP SEN planning
 - Associate teachers (based on support provision)
- K-10
 - RTP Assessment and Reporting Management: Year Group Planning
 - Select learning area reporting schedule, based on reporting schedule (<https://www.spencerparkps.wa.edu.au/wp-content/uploads/2019/12/Assessment-and-Reporting-reviewed-2019.pdf> Appendix 1)
 - RTP Assessment and Reporting Management: Options
 - Printing student reports – ensure email option selected
 - RTP Report and Print Management: Printing Setup
 - Ensure teacher and Principal names are correct; include signature file for Principal
 - RTP Report Group Maintenance
 - Reporting groups auto generated
 - check auto generated groups according to classroom structures
 - create specialist groups
 - assign teachers (including tandem teachers) to groups
 - assign learning areas to groups, based on reporting schedule (<https://www.spencerparkps.wa.edu.au/wp-content/uploads/2019/12/Assessment-and-Reporting-reviewed-2019.pdf> Appendix 1)
 - Distribute to teachers and check for accuracy

TERM 1 – WEEK 4

- SEN Plans completed, parent meetings for sign off commences

TERM 1 – WEEK 5

- Interim Reports
 - Interim report proforma updated <S:\AdminShared\E5422S01-Spencer Park PS\Administration Staff\100 Administration\114 Reporting\Interim Report>
 - Interim report proforma emailed to classroom teachers

TERM 1 – WEEK 8

- Interim Reports
 - Proofed

TERM 1 – WEEK 9

- Interim Reports
 - Address labels for each student printed, collated into class sets
 - Envelopes collated into class sets
 - Interim reports printed, collated, copied (for buff file) and distributed (with labels and envelopes) to classrooms to be sent home Monday/Tuesday of week 10; buff copy to be filed

TERM 2 – WEEK 1

- K-10
 - RTP Report and Print Management: Manage Student Emails
 - Office staff commence update of email contact details in RTP
 - Deadlines communicated to teaching staff

TERM 2 – WEEKS 4-7

- K-10
 - Report data entry requirements
 - ABE
 - LA grades and effort
 - General Comment
 - Direct to SEN Report where appropriate
- SEN
 - Report data entry **minimum** requirements
 - SEN context (scaffolds and supports provided)
 - Effort
 - Achievement context (independent, with prompting, with assistance)
 - Achievement (achieved, developing, not assessed)
 - Direct to K-10 Report for more detailed comments

TERM 2 - WEEK 8

- K-10/SEN
 - Semester reports proofed, ensure minimum requirements met

TERM 2 - WEEK 9

- K-10
 - attendance report from Integris printed
 - attendance comment (from comment bank) added in Principal's Comment box
 - SEN Report comment (from comment bank) added in Principal's Comment box
 - reports locked

TERM 2 - WEEK 10

- RTP Report Data Entry
 - K-10
 - SELECT classes
 - Generate summary reports
 - Print, collate
 - RTP Report and Print Management: Generate reports
 - K-10
 - SEN
 - RTP Report and Print Management: View Generated Reports
 - Email
 - SMS all parents and caregivers, notifying reports have been emailed and direct them to check their junk mailbox if not received.
- Monitor opened reports daily, resend those not opened by following this process again.*
- Print summary for buff
 - Print individual SEN for buff

SEMESTER 2

TERM 3 – WEEK 1

- K-10
 - RTP Report Group Maintenance
 - Print and distribute reporting schedule to teachers and check for accuracy

TERM 3 – WEEK 4

- SEN Plans completed, parent meetings for sign off commences

TERM 4 – WEEK 1

- K-10
 - RTP Report and Print Management: Manage Student Emails
 - Office staff commence update of email contact details in RTP

 - Deadlines communicated to teaching staff

TERM 4 – WEEKS 4-7

- K-10
 - Report data entry requirements
 - ABE
 - LA grades and effort
 - General Comment
 - Direct to SEN Report where appropriate

- SEN
 - Report data entry **minimum** requirements
 - SEN context (scaffolds and supports provided)
 - Effort
 - Achievement context (independent, with prompting, with assistance)
 - Achievement (achieved, developing, not assessed)
 - Direct to K-10 Report for more detailed comments

TERM 4 - WEEK 8

- K-10/SEN
 - Semester reports proofed, ensure minimum requirements met

TERM 4 - WEEK 9

- K-10
 - attendance report from Integris printed
 - attendance comment (from comment bank) added in Principal's Comment box
 - SEN Report comment (from comment bank) added in Principal's Comment box
 - reports locked

TERM 4 - WEEK 10

- RTP Report and Print Management: Generate reports
 - K-10
 - SEN

- RTP Report and Print Management: View Generated Reports
 - Email
 - SMS all parents and caregivers, notifying reports have been emailed and direct them to check their junk mailbox if not received.

Monitor opened reports daily, resend those not opened by following this process again.

- Print summary for buff
- Print individual SEN for buff