

# WOOROLOO PRIMARY SCHOOL

## ASSESSMENT AND REPORTING POLICY

### ASSESSMENT PRINCIPLES

At Wooroloo Primary School

- we believe assessment for learning, of learning and as learning is integral to the achievement of high-quality learning outcomes
- we will adhere to the mandated reporting requirements of the School Curriculum and Standards Authority (SCSA).

### DEFINITION OF ASSESSMENT

Assessment is the manner in which teachers and educators gather, analyse and interpret information about students. It consists of a wide variety of methods and tools used to evaluate measure and document the academic readiness, learning progress, skill acquisition or educational needs of students. Assessment includes informal and formal teacher judgements and external tests.

### PURPOSE OF ASSESSMENT

Assessment is an integral part of Teaching and Learning and is educative, fair, designed to meet students' specific purposes, leads to formative reporting and assists in school-wide evaluation processes.

The purpose of assessment is to:

- Provide students with the opportunity to demonstrate their learning and provide individual feedback about their progress both academically as well as other student attributes that influence learning
- Monitor and assess individual student achievement
- Inform teachers planning for future learning programs
- Provide evidence of achievement in relation to year level achievement standards for reporting purposes.

### MEASURING STUDENT PROGRESS AND ACHIEVEMENT

Assessment will be in accordance with the School Curriculum and Standards Authority's (SCSA) **Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.**

Teachers will use a variety of assessment tools including (but not limited to): NAPLAN, Brightpath, PAT testing, On Entry Testing, common assessment tasks, anecdotal records and comments, observations and checklists.

## NATIONAL AND STATEWIDE ASSESSMENT

On Entry tests and NAPLAN tests have been administered at a school level and were used to make judgements about how our school compares to like schools with regard to achievement of our students. On Entry remains a useful source for judgement purposes however NAPLAN has changed in the following ways:

- The 2023 NAPLAN assessments have been re-scaled. Results for 2023 will be the commencement of a new data time series (There are no 'like school' comparisons).
- No NAPLAN to NAPLAN progress or previous proficiency levels will be reported until 2025.
- Four proficiency levels (Needs additional support, Developing, Strong, Exceeding) have replaced the NAPLAN minimum bench marking scale.

## COLLABORATIVE ASSESSMENT TASKS AND MODERATION

Each semester teachers undertake common assessment tasks that can be used to make consistent teacher judgements. Moderation can occur at a school level, across teaching teams as well as outside of our school within our local network. Teachers utilise SCSAs online annotated tasks to assist in making their judgements as well as their professional and well considered input.

## REPORTING TO PARENTS/CARERS

At Wooroloo Primary School we communicate information and feedback to parents and carers that uses plain language to convey student progress and achievement in terms of the Western Australian achievement standards. Such reporting will be provided in the following way:

<b>Term 1</b>	Parent Information letters <i>OR</i> class information sessions On Entry Assessment Reports Parent Interviews as required	<b>Term 3</b>	Parent Information letters NAPLAN Reports (Yrs 3 & 5) Formal Parent/teacher interviews
<b>Term 2</b>	Parent Information letters <b><i>Semester 1 Reports (PP – Yr 6)</i></b> Kindergarten: Parent Interviews Parent Interviews as required	<b>Term 4</b>	Parent Information letters <b><i>Semester 2 Reports (K – Yr 6)</i></b> Parents Interviews as required

Outside of these mandated reporting periods, parents of students from Kindergarten to Year 6 are encouraged to communicate with their child's classroom teacher at any time if they require further information regarding their child's well-being and academic progress at school.

## STUDENTS AT EDUCATIONAL NEEDS (SEN) REPORTING

For students with complex educational and social emotional needs, SEN reporting to parents will be used to allow students to meet learning goals that are cognitively at level and achievable.