ASSESSMENT AND REPORTING POLICY AND GUIDELINES PRIMARY SCHOOL	Section	Teaching and Learning
	Number	TL0609
	Version	May 2023
	Pages	16
	Date created	June 2009
	Approved	School Council
	Review	May 2025

1. INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2. JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL MISSION STATEMENT

We enable our students to discover their passion and direction in life and make a positive contribution in the world.

3. IB LEARNER PROFILE

As IB learners strive to be

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment of service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Balanced: We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Development of the learner profile is integral to all aspects of teaching and learning within the PYP.

4. BACKGROUND

The Primary School at John Wollaston Anglican Community School (the School) is authorised as a World School of the International Baccalaureate (IB) for the Primary Years Programme (PYP). The PYP is a curriculum framework based on a constructivist approach to learning. Whilst the School Curriculum and Standards Authority (SCSA) recognises the PYP as an alternative curriculum it is a requirement that all schools in Western Australia adhere to the Western Australian Curriculum and Assessment Outline for assessment and reporting. Therefore, this policy is reflective of International (IB) and State legislation and guidelines.

5. THE WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE

The outline details the ways in which assessment at the School addresses the requirements of SCSA Assessment Principles and IB Programme Standards and Practices.

5.1 ASSESSMENT

Schools in Western Australia are required to:

- monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the Outline
- develop and administer assessments in relation to the content of the Pre-primary to Year 10 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 judgments
- use data from prescribed national and statewide assessments to inform teacher judgments about student achievement.

5.2 REPORTING

Schools in Western Australia are required to:

- use plain language to report to parents/carers on the achievements of Pre-primary to Year 6 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.
    - informally, throughout the year in a variety of ways and for a variety of reasons
    - 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
- 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 SCSA end of Semester Two achievement descriptors / grades for individual Pre-Primary to Year 6 students.

Details of the Western Australian Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy can be accessed at:

[k10outline - Pre-primary to Year 10: Teaching, Assessing and Reporting Policy (scsa.wa.edu.au)](k10outline)

6. THE INTERNATIONAL BACCALAUREATE PROGRAMME STANDARDS AND PRACTICES

The assessment practices required by the International Baccalaureate are outlined in the Standard: Approaches to assessment (0404) of the Programme Standards and Practices. The standards and practices are necessary for the successful implementation of the Primary Years Programme (PYP).

7. JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL – PRIMARY ASSESSMENT OUTLINE

The Primary Assessment Outline *(see pages 4 to 7)* details the ways in which assessment at the School addresses the requirements of SCSA Assessment Principles and IB Programme Standards and Practices.

Please note: this document is interactive. Text shown in blue has an embedded link to the associated detailed online document/webpage.

Assessment Principle 1: https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions/assessment-principle-1

Assessment Principle 2: https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions/assessment-principle-2

Assessment Principle 3: https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions/assessment-principle-3

Assessment Principle 4: https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions/assessment-principle-4

Assessment Principle 5: https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions/assessment-principle-5

Assessment Principle 6: https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions/assessment-principle-6

Judging Standards: https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards

Kindergarten Guidelines: Kindergarten_CSP_2021.pdf (scsa.wa.edu.au)

Given the release of the updated *Belonging, Being & Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF) by the Australian Government, SCSA will now finalise the Draft *Kindergarten Curriculum Guidelines*.

For further information on the revisions to the *Early Years Learning Framework,* and a useful resource about what's changed, visit https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks
https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf

Differentiated Solo Taxonomy: https://docs.google.com/document/d/16M-OoOcgbpySmqpBJ-kvhlvtWnGLNfrM8IhTbNxzZLg/edit

JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL – PRIMARY ASSESSMENT OUTLINE		
SCSA Assessment Principles Mandatory requirements for Western Australian Schools	**The IB Primary Years Programme Requirements** Learning Standard: Approaches to assessment	**Assessment at John Wollaston addresses the requirements of SCSA Assessment Principles and IB Programme Standards and Practices as follows:**
Assessment Principle 1 Assessment should be an integral part of teaching and learning	**Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)** Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)　　　PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111) Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200) Approaches to assessment 2.3: The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300) **Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)** Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)	• The purpose of assessment is to identify areas for development and inform growth in student learning • Assessment in all areas includes assessment for learning, assessment as learning and assessment of learning • Teachers collaboratively plan **for** assessment and determine success criteria and evidence of understanding • Planning includes pre-assessments, formative assessments, and summative assessments • Data collected from pre-assessments is analysed and used to inform planning • Teachers collaborate over formal data to inform differentiation, levels of support and extension required and to establish growth over time. • Reflections on assessments in units of inquiry inform future planning • Time is allocated for teams to hold timely, data discussions and planning meetings in response to assessment data collected • Assessment data forms a key component of differentiation processes for students on Modified Individual Education Plans and Curriculum Adjustment Plans

Assessment Principle 2	Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)	• Assessment in transdisciplinary and stand-alone units addresses assessment of the conceptual understandings represented by the central idea and lines of inquiry

Assessment Principle 2
Assessment should be educative

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

- Assessment in transdisciplinary and stand-alone units addresses assessment of the conceptual understandings represented by the central idea and lines of inquiry
- Feedback is provided to inform and improve learning and can be frequent, informal, verbal or written as well as formal, written feedback
- Assessment criteria are made explicit through learning intentions, success criteria, exemplars and rubrics
- Assessment identifies what students know, understand and can do (KUD) at various stages of learning
- The essential elements of the PYP (knowledge, concepts, approaches to learning and the learner profile) are continually assessed
- Assessment in all subject areas reflects student achievement against the Achievement Standards of the Western Australian Curriculum
- Grades on reports are informed by the standards outlined in the SCSA Judging Standards documents
- Teachers use a variety of assessment strategies and tools across the curriculum
- Evidence of student learning over time is documented
- Students are encouraged to participate in assessment through co-constructing assessment criteria, peer and self-assessment and reflection
- Feedback includes academic progress and achievement and also includes learner profile attributes and approaches to learning so that students are also actively involved in their development as a learner

Assessment Principle 3 Assessment should be fair	**Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)** Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100) Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200) Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300) Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400) Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)	• Assessments are devised to enable a level of success for all students. • Adjustments are made to assessments for specific needs e.g. language, learning needs and disabilities with reference to Language Progressions; Individual Education Plans (IEPS); Modified Curriculum Goals and Curriculum Adjustment Plans • Assessments are designed purposefully to assess each of the essential elements (knowledge, concepts, approaches to learning and learner profile) • Evidence of learning over time and across the curriculum is recorded in various ways • Assessment includes a variety of assessment methods, alternatives for demonstrating knowledge and tasks to account for a vast range of skills and abilities

| **Assessment Principle 4**
Assessments should be designed to meet their specific purposes | **Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)**

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
    PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 2.3: The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100) | • Assessment in all learning areas includes assessment for learning, assessment as learning and assessment of learning
• Summative assessments reflect achievement against the WA subject-specific achievement standards or understanding of the central idea at the end of a unit of inquiry
• Planners indicate the specific purpose of each assessment and the evidence to be considered
• The PYP Exhibition in Year 6 enables students to synthesise and apply their learning in real-life contexts.
• Formative assessment is used to improve learning by guiding the selection of future learning experiences
• The approaches and strategies used to collate data across the Primary years are reviewed regularly to ensure that the data is useful for informing teaching and learning (e.g. Early Years Literacy Review 2021)
• Information gained regarding student assessment data, progress and achievement is made accessible to students through targeted feedback and reporting processes |

Assessment Principle 5 Assessment should lead to informative reporting.	Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)	Assessment contributes to reporting through-

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Assessment contributes to reporting through-
Monitoring learning
- ongoing formative assessments
- observations and reflections on achievement of learning goals and success criteria
- ongoing timely, relevant feedback to inform next steps in learning

Documenting learning
- Marksbook on SEQTA
- Seesaw LW – Year 4
- SEQTA Digital Portfolios – Years 5 and 6

Data Collection
- On-entry assessment full suite: PP
- Numeracy On-Entry – PP-2
- Dibels, Cubed – K-3 and Learning Enrichment
- PAT: Maths; Comprehension; Spelling; Grammar and Punctuation, Science - Year 3 – 6
- ACER Critical Reasoning – Year 5/6
- Brightpath Writing: K-6
- NAPLAN Year 3 and Year 5 (mandatory)

Reporting
- Term 1: Two-way conferences (K – Year 2)
  Three-way conferences (Year 3 -6)
  Term 2: LW Parent Teacher Conferences
- Group Education Plan reports – Terms 1 and 3 to align with intervention cycles.
- Terms 2 and 4: Semester reports, Curriculum Adjustment Plans and Modified Curriculum Plans on SEQTA
  PP – Y6: Grades informed by Judging standards and recorded in SEQTA marksbook. Includes a Profile of the Learner comment and Approaches to Learning.
  Term 3: Student-led Inquiry Journeys
  Term 4: LW and Kindy reports on SEQTA informed by SCSA Kindergarten Guidelines
- Specialist teachers: one set of written feedback for each class distributed throughout the year.

Assessment Principle 6 Assessment should lead to school-wide evaluation processes	Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200) Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100) PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111) **Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)** Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100) Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200) Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300) Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400) Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-500)	- Teachers reflect on each unit of inquiry to inform the success of the unit and the learning experiences that lead to the success - Teachers use school wide data to assess growth and collaboratively reflect on strategies that lead to growth - Reflections from teachers, students and mentors involved in the PYP exhibition are fed back to the School community to evaluate the development of the essential elements and pedagogy throughout the School - Time is allocated for teams to hold timely, data discussions and planning meetings in response to assessment data collected - Progress and achievement data is actively used to drive teaching and learning improvement strategies - Data is tracked over time - Primary Leadership presents an analysis of NAPLAN data to School Council and the holistic data summary is included in the Primary Annual Report to Council - External support with objective data analysis is sought from supporting body, AISWA

Kindergarten: Assessments are guided by [Kindergarten_CSP_2021.pdf (scsa.wa.edu.au)](#) **Pre-Primary to Year 6:** Grading is guided by the [Judging Standards](#)	Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)	• Reporting procedures are explained in letters to parents
Western Australian School Curriculum and Standards Authority	*IB Programme Standards and Practices 2020.*	

8. **ASSESSMENT PRACTICES**

Assessment is used to provide feedback on the learning process and to inform future teaching and learning. This is achieved through:

8.1 PRE-ASSESSMENT: ASSESSMENT FOR LEARNING

Teachers establish students' prior knowledge and experience before embarking on new learning experiences. This determines the students' entry point to any new learning and informs planning of teaching experiences to move students forward in their learning.

8.2 FORMATIVE ASSESSMENT: ASSESSMENT AS LEARNING

Formative assessment is a continuous process that involves qualitative feedback for both students and teachers that focuses on the details of specific knowledge and skills that are being learnt. It is essential that the assessments provide fine-grained information about student performance that supports teachers to plan learning that challenges students to go beyond what they already know, understand or can do in order to build new knowledge, understandings and skills.

8.3 SUMMATIVE ASSESSMENT: ASSESSMENT OF LEARNING

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures knowledge, understanding and skills, and prompts students towards action.

8.4 REFLECTION

Self-assessment takes place through reflection. Students are encouraged to reflect on their learning and identify areas for improvement. Teachers reflect on their own practice and student achievement and make amendments to their programing and practice accordingly.

8.5 THE EXHIBITION

The Year 6 students participate in the Exhibition, which is the culminating project of the PYP. This allows students to synthesise and apply their learning from previous years and provides an authentic process for assessing student understanding. As the culminating PYP experience, it is required that the Exhibition reflects all the major features of the programme. Therefore, it must include regular and carefully planned assessment. This takes the form of:

- assessment of all the essential elements of the PYP
- detailed records of the processes involved including ongoing reflection

9. **COLLECTING AND RECORDING ASSESSMENT DATA**

A range of strategies and tools are utilized to assure a comprehensive collection of information about student achievement.

Strategies: methods or approaches used to gather information about student learning.
Tools: the instruments used to collect and record data.

When choosing appropriate strategies, it is important to take into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place.

9.1 THE EARLY YEARS (PRE-KINDERGARTEN TO YEAR 2)

Very young students are observed in a variety of situations, and a wide range of assessment strategies are implemented. Teachers observe the young student in order to:
- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the environment on the student's learning

- extend the student's learning

Teachers or Educational Assistants record what the students say. By listening carefully to the dialogue between students, especially in dramatic play, teachers learn about their current interests, knowledge-base, level of involvement and social skills. These observations are shared with students, colleagues and parents as an insight to the inner world of the student, to analyse the interactions within a group, discover the student's strengths and difficulties, and reflect on the effectiveness of the practices used to implement the programme of inquiry and other classroom experiences.

It is important to identify the needs of each student and to view learning as a continuum, with each student achieving developmental milestones in different but relevant ways. Through listening and observing, areas of learning that the students particularly enjoy can be identified and stimulating experiences can be planned to consolidate or extend the learning further.

Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. These can be shared with parents in real time on Seesaw.

9.2 FORMAL DATA

A range of assessments are used across the School for the purposes of compiling a profile of school and student progress and achievement in relation to age and National norms. The School has systems in place for recording this data to guide discussion and analysis.

- **Kindergarten Speech and OT screening**

  An external agency is employed to conduct Occupational Therapy and Speech Pathology Screening Sessions for Kindergarten students each year to assist early childhood educators and parents in identifying developmental challenges for children as early as possible. Parents and teachers receive a detailed report with recommendations for therapy where needed.

- **DIBELS and Cubed Narrative Language Measures**

  Dynamic Indicators of Basic Early Literacy Skills 8th Edition (DIBELS) assessments gather information about children's early literacy development, focusing on letter naming fluency, phonemic segmentation fluency, nonsense word reading, word reading fluency, oral reading fluency and the MAZE for comprehension. Cubed Narrative Language Measures assess listening comprehension, retell and vocabulary.

- **On-entry testing**

  On-entry is an assessment developed by the Department of Education which is conducted in Pre-Primary classes in Term 1 of each year. The purpose of the on-entry assessment is to identify students' literacy and numeracy skills critical to early educational success and provide valuable information to assist in the development of intentional and informed teaching for play-based programs, reflective of students' needs. Parents receive a report that outlines the level of skill development demonstrated by the students. Teachers can access the assessments by logging into: https://apps.det.wa.edu.au/oeaps/ Students in Years 1 and 2 complete the Numeracy On-entry assessment.

- **National Assessment Program –Literacy and Numeracy (NAPLAN)**

  The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, and from 2022 were conducted online (Year 3 Writing excepted). From 2023, the assessments are conducted in Term 1.

  NAPLAN is made up of tests in the four areas (or 'domains') of:
  - Reading
  - Writing

- Conventions of Language
- Numeracy.

Teachers have access to the results on Valuate for the purposes of analysis. https://valuate.ais.wa.edu.au/login/?next=/admin/schools/34/

- **Australian Council of Educational Research (ACER)**

  ACER Progressive Achievement Tests (PAT) are conducted in Years 3 to 6 in Terms 1 and 4. The purpose of these tests is to establish the range of abilities in each class at the beginning of each year and use the information provided to develop plans for differentiation and intervention. In Term 4 teachers analyse the data in terms of student growth as a tool for reflection on their practice.

  Teachers can access ACER tests by logging into: https://oars.acer.edu.au/john-wollaston-anglican-community-school-primary

- **Brightpath**

  Brightpath is an online tool designed to assist teachers to make professional judgments about students' development and progress in writing. Student writing samples are compared with Brightpath exemplars and scored accordingly. The system identifies relevant teaching points for each student which are used for goal-setting to guide future development. Brightpath assessments are followed up later in the year to track development.

  Teachers can access Brightpath by logging into: Login - Brightpath for The School Curriculum and Standards Authority (WA)

  The complete schedule for data collection is updated annually and can be accessed on the School drive at:
  Staff Shared J:\Primary\Data collection**Year**   *e.g. J:\Primary\Data collection\2023*

10. ANALYSING ASSESSMENT DATA

Information gathered from these assessments is used to inform teaching and assess learning. Data is analysed in collaborative teams led by Primary Leadership and used to:

- Plan for differentiation and set learning goals
- Evaluate teaching and learning programs and strategies
- Inform the necessity and type of interventions necessary
- Assess growth over time

11. REPORTING TO PARENTS

A variety of methods are used to communicate student progress, achievement and areas for future growth to parents. The variety of methods provides opportunities to report holistically on student achievement in terms of the subjects of the WA Curriculum, the IB learner profile and the IB Approaches to Learning (ATL): thinking, research, self-management, social and communication skills, which align with the general capabilities in the WA Curriculum.

Student achievement which is reported each term to parents in the following format:

- Term 1: Two and Three-Way Conferences
- Term 2: Semester 1 Written Report
- Term 3: Student-led Inquiry Journeys
- Term 4: Semester 2 Written Report
- Ongoing: timely, relevant and informative feedback in relation to both units of inquiry and stand-alone subject areas

11.1 WRITTEN REPORTS

11.1.1 Pre-Primary to Year 6

Students receive a written report at the end of each semester.

- **Profile of the Learner**

  Teachers report on students' demonstration of the School's values:

Values			
Strives to develop the attributes of the learner profile	Consistently	On most occasions	Needs development
Approaches learning with a growth mindset	Consistently	On most occasions	Needs development
Demonstrates strength of character	Consistently	On most occasions	Needs development
Forms respectful relationships with adults and peers	Consistently	On most occasions	Needs development
Demonstrates the core values of the School	Consistently	On most occasions	Needs development

  In addition, teachers write a personalised comment describing each student's development as a learner with emphasis on character strengths, personal development through the year-long unit of inquiry and the learner profile.

- **Approach to learning**

  Teachers report on selected approaches to learning that support student agency in each of the 11 subjects taught. The selected Approach to Learning reflects the student's attitude, effort and behaviour in each subject.

Approach to learning			
Willingly participates in learning experiences	Consistently	On most occasions	Needs development
Takes responsibility for personal learning	Consistently	On most occasions	Needs development
Works collaboratively as a member of a group	Consistently	On most occasions	Needs development
Uses time effectively and appropriately	Consistently	On most occasions	Needs development
Responds constructively to feedback	Consistently	On most occasions	Needs development

  Guidelines for awarding attributes:

  Consistently — Students have full ownership of their behaviour and require no encouragement or reminders to act in this way. Awarded to students who stand-out in the way they conduct themselves.

  On most occasions — Students are aware of the expectations and generally strive to achieve these.

  Needs development — Students are yet to take responsibility for their development in this area and require encouragement and support to achieve these goals.
  Awarded to students where a specific attitude or approach to learning affects their capacity to achieve their potential.

- **Achievement**

  Achievement is reflected on a five-point scale for all 11 subject areas according to the requirements of SCSA. These grades reflect the achievements of students in each learning area taught within disciplinary or transdisciplinary units of inquiry. Grades for English and Mathematics are broken down to reflect achievement in each strand as well as an overall grade for the subject.

  Descriptors are used for recording achievement in Pre-Primary to Year 2:

Grade Descriptors					
	EXCELLENT	**HIGH**	**SATISFACTORY**	**LIMITED**	**VERY LOW**
ACHIEVEMENT	The student demonstrates excellent achievement of what is expected for this year level	The student demonstrates high achievement of what is expected for this year level	The student demonstrates satisfactory achievement of what is expected for this year level	The student demonstrates limited achievement of what is expected for this year level	The student demonstrates very low achievement of what is expected for this year level

From Years 3 to 6, these descriptors are reflected in an A to E scale:

	Grade Descriptors				
	EXCELLENT **A**	**HIGH** **B**	**SATISFACTORY** **C**	**LIMITED** **D**	**VERY LOW** **E**
ACHIEVEMENT	The student demonstrates excellent achievement of what is expected for this year level	The student demonstrates high achievement of what is expected for this year level	The student demonstrates satisfactory achievement of what is expected for this year level	The student demonstrates limited achievement of what is expected for this year level	The student demonstrates very low achievement of what is expected for this year level

Judgments made on these reports are consistent with SCSA Judging Standards rubrics. Teachers can access these documents by logging into the extranet at: https://k10outline.scsa.wa.edu.au/home/extranet/login

Comparison data is available to parents on request.

11.1.2   Pre-Kindergarten and Kindergarten

Students receive a written summary of learning in Semester 2.

- **Profile of the Learner**
  Teachers write a personalized comment outlining each child's social and emotional development and how they are developing as learner. This includes their learning and development towards the attributes of the learner profile in the context of the units of inquiry.

- **Early Years Learning Framework and Kindergarten Guidelines:**
  In Pre-Kindergarten levels of achievement against the outcomes of the Early Years Learning Framework (EYLF) are reported on. For example:

Little Wollies

Early Years Learning Framework Outcome 1: Identity			
Manages routines, organises themselves and their belongings	Consistently	On most occasions	Needs development
Begins to initiate and participate in play experiences.	Consistently	On most occasions	Needs development
Interacts with others with care, empathy and respect.	Consistently	On most occasions	Needs development
Communicates their needs and asks educators for assistance.	Consistently	On most occasions	Needs development

In Kindergarten levels of achievement against the outcomes of the Western Australian Kindergarten Guidelines are reported on. For example:

Kindergarten

Learning and Development Area 1: Identity			
Manages routines, organises themselves and their belongings	Consistently	On most occasions	Needs development
Actively participates in group activities	Consistently	On most occasions	Needs development
Perseveres with tasks when faced with challenges	Consistently	On most occasions	Needs development
Interacts with others with care, empathy and respect	Consistently	On most occasions	Needs development
Demonstrates an increasing capacity for self-regulation	Consistently	On most occasions	Needs development
Shows confidence in their own learning and capabilities	Consistently	On most occasions	Needs development

The Kindergarten Guidelines are available at *k10outline - Kindergarten Curriculum Guidelines (scsa.wa.edu.au)*

11.2 MODIFIED CURRICULUM INDIVIDUAL EDUCATION PLANS (MOD IEPS)

These are compiled for students who require modifications to the curriculum due to a diagnosed or imputed learning need or disability. Achievement towards the goals is recorded on the ModIEP and these are communicated with parents / guardians at the end of each Semester. Students on ModIEPs do not receive grades on their reports. The Primary Inclusive Education Coordinator has oversight of ModIEP development, implementation, and support.

11.3 CURRICULUM ADJUSTMENT PLANS (CAPS)

These are compiled for students whose data has consistently reflected exceptional ability in specific learning areas. These students are graded according to their year level on their Semester Reports and in addition, achievement towards the targets set is recorded on the CAP and these are communicated with parents.

11.4 TWO-WAY CONFERENCES (PRE-KINDERGARTEN TO YEAR 2)

- These involve parents and teachers.
- The purpose of the conference in Pre-Kindergarten (Little Wollies) and Kindergarten is for teachers to provide feedback on how the students are settling into school and interacting with peers and teachers.
- In Pre-Primary to Year 2 the purpose of the conference is to feedback to parents the information gained through the data collection strategies completed early in Term 1.

11.5 THREE-WAY CONFERENCES

- These involve students, parents and teachers.
- The purpose of the conference is for students to share their learning, discuss their progress and set achievable goals.
- Students and parents discuss the assessment data collected early in Term 1, identify strengths and weaknesses and reflect on the learner profile.
- Student's achievements are discussed with the class teacher and goals set for academic improvement and for achieving the attributes of the learner profile.
- Goals set are recorded by the teacher and followed up and reported through written feedback or in the Semester 1 Report.

11.6 STUDENT-LED INQUIRY JOURNEYS

- Student-led Inquiry Journeys involve the student and the parent. The students are responsible for leading the conference, taking responsibility for their learning by sharing the process with their parents.
- Students demonstrate their understanding through a variety of learning situations which reflect learning across the curriculum, including Specialist Classes.
- Students are required to follow a structured format to explain both the process of learning and their individual achievement to parents through the use of work samples and other related activities selected by students and teachers.
- The inquiry journey allows parents to view student achievement in context and to assess learning through observation, questioning and discussion.

11.7 PORTFOLIOS

Evidence of the process of learning and progress over time is shared with parents through:
- Seesaw - Pre-Kindergarten to Year 4
- SEQTA: Digital Learning Portfolio Years 5 and 6

11.8 PARENT INTERVIEWS

Teachers meet with parents as requested by either party at a mutually agreed time throughout the year. Teaching staff use a combination of data from standardised assessments, work samples and anecdotal evidence to provide a thorough indication of student progress in these discussions.