RATIONALE

Salvado Catholic College is committed to providing the highest quality teaching and learning programs for its students. The approaches to teaching and learning at Salvado Catholic College aim to nourish the learning journey of each individual child in a safe environment to help them reach their full potential as engaged learners, developing the skills to work collaboratively and be lifelong learners. Assessment of student learning is an integral part of the teaching and learning cycle at Salvado Catholic College.

PROCEDURES

Salvado Catholic College implements the Pre-Primary to Year 10 Western Australian Curriculum 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 *Outline*

In relation to Kindergarten:

- *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)* describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school
- The *Kindergarten Curriculum Guidelines* guide educators to develop Kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the *EYLF* to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning   *(School Curriculum and Standards Authority, 2016)*

DEFINITIONS

Different forms of assessment have different purposes. Assessment *of* student learning (summative assessment) involves assessment procedures that aim to determine students' learning at a particular time. Assessment *for* learning (formative assessment) involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities.   *(School Curriculum and Standards Authority, 2016)*

Assessment: is the process of gathering information about students and their learning, and using the data gathered to make judgements about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.   *(School Curriculum and Standards Authority, 2016)*

Reporting: is the process of formally and informally communicating student achievement to parents, carers and students.   *(School Curriculum and Standards Authority, 2016)*

PRINCIPLES

Assessment at Salvado Catholic College is ongoing, fair and educative, and occurs in a variety of forms. The assessment of student learning is used to inform whole school curriculum planning, including approaches to literacy and numeracy instruction.

Assessment of student learning is based on the following principles:

- Assessment is carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning. Valid and ongoing assessment enables teachers to plan programs that challenge students to go beyond what they already know, understand and can do.
- Assessment provides feedback that assists students in learning and informs teacher planning. Assessment is comprehensive and balanced across various domains of learning. It also provides opportunities for students to learn to assess and evaluate their own learning in a way that further extends that learning.
- Assessment takes into account the diverse needs of students and their varied learning styles. It is based on the integration of a range of types and sources of evidence.
- Assessment leads to both informative and informed reporting. Teachers provide an accurate summary of the formative and summative assessment information collected for each student in their care based on judgements of student achievement that are sound and reliable.
- Assessment leads to school-wide evaluation processes. Assessment assists teachers and school leaders to understand current and past student achievement levels, to be explicit about targets for improvement and to be explicit about how progress towards those targets will be monitored.

ORGANISATION

Student Assessment
Students at Salvado Catholic College undertake formalised assessments throughout the year, including but not limited to:
- Speech and OT Screening (Kindergarten)
- On-Entry Assessment [OLI] (Pre-Primary)
- Maths Assessment Interview [MAI] (Pre-Primary – Year 6)
- Observation Survey (Year 1 and Year 2 for students under RR 20)
- South Australian Spelling Test (Year 1 – Year 6)
- Running Records (Pre-Primary – Year 6)
- Letters and Sounds Screening
- PAT-R Comprehension and PAT Maths
- Bishops' Religious Literacy Assessment (Year 3 and Year 5)
- NAPLAN (Year 3 and Year 5)
- Brightpath Moderation – Writing

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

Reporting is provided:
- ***Formally***, in an end of semester report using a five-point scale. The components of the formal report will meet the *Policy Standards for Pre-Primary to Year 10: Teaching, Assessment and Reporting*
- ***Informally***, throughout the year in a variety of ways and for a variety of reasons, including parent-teacher meetings and open nights
- ***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

Salvado Catholic College will:
- disseminate to parents/carers the reports from national and statewide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
- submit to the School Curriculum and Standards Authority, when requested, end of Semester Two achievement descriptors/grades for individual Pre- Primary to Year 10 students

Grading Scale for Semester Reports

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

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

Pre-Primary:

A - The student demonstrates *exceptional achievement* of what is expected for this year level
B - The student has *exceeded* what is expected for this year level
C - The student demonstrates *expected achievement* for this year level
D - The student is *working towards* what is expected for this year level
E - The student has *not yet demonstrated* what is expected for this year level

Year 1 to Year 6:

A - The student demonstrates *excellent achievement* of what is expected for this year level
B - The student demonstrates *high achievement* of what is expected for this year level
C - The student demonstrates *satisfactory achievement* of what is expected for this year level
D - The student demonstrates *limited achievement* of what is expected for this year level
E - The student demonstrates *very low achievement* of what is expected for this year level

Reporting Cycle
- Term One: Compulsory Parent-Teacher Meetings
                   Case Conference Meetings for Parents/Carers of Students on an IEP
- Term Two: Individual Student Report at End of Semester
                   Portfolios and/or Work Sample Books
                   Review Meetings for Parents/Carers of Students on an IEP
- Term Three: Parent-Teacher Meetings (as required)
                   Open Night/Learning Journey
                   Case Conference Meetings for Parents/Carers of Students on an IEP
- Term Four: Individual Student Report at End of Semester
                   Portfolios and/or Work Sample Books
                   Kindergarten Parent Feedback
                   Review Meetings for Parents/Carers of Students on an IEP

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

ADDITIONAL SUPPORT AND ALTERNATIVE REPORTING

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

APPENDICES

Salvado Catholic College Student Assessment Schedule (annual document)
Salvado Catholic College Reporting with WA Curriculum (annual document)

Originally Released	Date of Last Review	Date for Next Review
2017	2019	2021