



**ST THOMAS'  
PRIMARY SCHOOL**  
*Educating the whole child*

# SCHOOL ASSESSMENT & REPORTING PROCEDURE

Effective from:  
**JANUARY 2023**

## RATIONALE

The following procedure has been designed in response to the requirement stipulated by the School Curriculum and Standards Authority of Western Australia 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 Thomas' Primary School. 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.

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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.

## SCOPE

This policy informs all students, parents, and guardians of St Thomas' Primary School, Claremont.

## PROCEDURES

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 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 Two
5. 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.
6. The principal, in consultation with teaching staff, must develop school-based assessment and reporting plans that:
  - a. Comply with system requirements for reporting in Religious Education;
  - b. Comply with the requirements of SCSA for students in Pre-primary to Year Six.
7. 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.
8. 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.
9. 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.

10. The principal must ensure teaching staff use appropriate support documents to design and implement a curriculum focused on individual learning needs.
11. The principal must ensure teaching staff follow the Guidelines for Selection of Appropriate Texts for Catholic Schools.
12. The principal must ensure teaching staff provide opportunities for parents/guardians to meaningfully contribute to and support the curriculum, where appropriate.
13. The principal must ensure regular communication regarding student progress occurs between the school and parents/guardians, students, and young children.
14. 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.
15. The principal must follow CEWA's Three-Year-Old Programme Guidelines.

## CURRICULUM, ASSESSMENT & REPORTING

### CURRICULUM

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](http://www.scsa.wa.edu.au)

In relation to Kindergarten and 3 Year Old Kindergarten, St Thomas Primary School 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 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 Thomas' Primary School, teachers make the students and their needs the starting point for all curriculum planning decisions. Teaching staff differentiate the curriculum accordingly to meet the developmental needs of students.

### Modified Curriculum

- Differentiation of the curriculum is implemented to cater for our individual learner needs. If there is a legitimate reason for a student 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), teachers 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 Thomas' Primary School 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, ABLEWA), detailed in the Outline, for planning for teaching students with disability and additional learning needs.
- Discretion is used 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.
- Students who are not present on school grounds are not immediately entitled to a remote learning model of learning. Students on holiday during term time will not be received remote

learning, nor will teachers prepare curriculum content for the student to complete, unless approved by the principal. Where there are extenuating circumstances, the principal may approve an alternate form of learning for a student, for example online or remote learning. Parents must discuss this with the principal before the learning mode is altered.

## **ASSESSMENT**

St Thomas' Primary School 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, 2, 3)
- Follow the school Identifying Students Requiring Support document in regards to testing and assessment of students (Appendix 4)

## **REPORTING**

St Thomas Primary School 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 Thomas' Primary School 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.
- St Thomas' Primary School 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 letter grades.
- Timeline of Reporting:
  - Term 1 (at start of final week): Interim Report & Parent-Teacher Interviews
  - Term 2 (at start of final week): Semester One Reports sent home

- Term 3 (at start of final week): Interim Report & Parent-Teacher Interview at teacher discretion
- Term 3 Open Night / Learning Journey
- Term 4 (at start of final week): End of Year Reports sent home
- A formal report cannot be completed for a student leaving before the end of a semester, or a student 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 may have a comment instead of a grade if achievement within any learning areas cannot be determined.
- Students new to the school may be given a modified report depending on the amount of time they have been at the school.

## REFERENCES / RESOURCES / RELATED DOCUMENTS

## REVIEW

Approved by	Originally Released	Next Review
<b>NATALIA THOMSON</b> Principal		<b>January, 2026</b>

## APPENDIX 1 – EARLY YEARS

Pre-Kindergarten	Kindergarten	Pre-primary
<p><b>TERM 1:</b></p> <ul style="list-style-type: none"> <li>No structured assessments</li> <li>Seesaw posts at the teacher's discretion</li> <li>Discussion with parents regarding student's development as required.</li> </ul>	<p><b>TERM 1:</b></p> <ul style="list-style-type: none"> <li>Interim report (Religion, English, Mathematics progress reported)</li> <li>Parent Interviews in the final week of term</li> <li>Seesaw posts for formative assessments</li> </ul>	<p><b>TERM 1:</b></p> <ul style="list-style-type: none"> <li>On-Entry Assessment</li> <li>Speech Screening</li> <li>Interim report (Religion, English, Mathematics progress reported)</li> <li>Parent Interviews in the final week of term</li> <li>Seesaw posts for formative assessments</li> </ul>
<p><b>TERM 2:</b></p> <ul style="list-style-type: none"> <li>No structured assessments</li> <li>Seesaw posts at the teacher's discretion</li> <li>Discussion with parents regarding student's development as required.</li> </ul>	<p><b>TERM 2:</b></p> <ul style="list-style-type: none"> <li>Mid-Year report (adapted from EYLF and WA Kindergarten Curriculum Guidelines) in the final week of term</li> <li>Seesaw posts for formative assessments</li> </ul>	<p><b>TERM 2:</b></p> <ul style="list-style-type: none"> <li>Mid-Year report (as per SCSA requirements)</li> <li>Seesaw posts for formative assessments</li> <li>School-based Spelling Assessment</li> </ul>
<p><b>TERM 3:</b></p> <ul style="list-style-type: none"> <li>No structured assessments</li> <li>Seesaw posts at the teacher's discretion</li> <li>Discussion with parents regarding student's development as required.</li> </ul>	<p><b>TERM 3:</b></p> <ul style="list-style-type: none"> <li>Whole school Learning Journey</li> <li>Seesaw posts for formative assessments</li> <li>Parent-teacher meetings at the teacher's discretion</li> </ul>	<p><b>TERM 3:</b></p> <ul style="list-style-type: none"> <li>Whole school Learning Journey</li> <li>Seesaw posts for formative assessments</li> <li>Parent-teacher meetings at the teacher's discretion</li> </ul>
<p><b>TERM 4:</b></p> <ul style="list-style-type: none"> <li>No structured assessments</li> <li>Seesaw posts at the teacher's discretion</li> <li>Discussion with parents regarding student's development as required.</li> </ul>	<p><b>TERM 4:</b></p> <ul style="list-style-type: none"> <li>End-of-Year report (adapted from EYLF and WA Kindergarten Curriculum Guidelines) in the final week of term</li> <li>Seesaw posts for formative assessments</li> </ul>	<p><b>TERM 4:</b></p> <ul style="list-style-type: none"> <li>End-of-Year report (as per SCSA requirements)</li> <li>Seesaw posts for formative assessments</li> <li>School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>

## APPENDIX 2 – LOWER PRIMARY

Year One	Year Two	Year Three
<p><b>TERM 1:</b></p> <ul style="list-style-type: none"> <li>• Interim report (Religion, English, Mathematics progress reported)</li> <li>• Parent Interviews in the final week of term</li> <li>• SeeSaw posts for formative assessments</li> <li>• Running Records</li> <li>• Concepts About Print</li> <li>• Hearing and Recording Sounds in Words</li> <li>• Burt Word Reading Test</li> <li>• Phonics Assessment</li> <li>• Mathematics Assessment Interview – Number</li> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<p><b>TERM 1:</b></p> <ul style="list-style-type: none"> <li>• Interim report (Religion, English, Mathematics progress reported)</li> <li>• Parent Interviews in the final week of term</li> <li>• SeeSaw posts for formative assessments</li> <li>• Running Records (only for 'at-risk' students)</li> <li>• Hearing and Recording Sounds in Words (only for 'at-risk' students)</li> <li>• PAT Testing as required (not Reading or Mathematics)</li> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<p><b>TERM 1:</b></p> <ul style="list-style-type: none"> <li>• Interim report (Religion, English, Mathematics progress reported)</li> <li>• Parent Interviews in the final week of term</li> <li>• SeeSaw posts or OneNote content for formative assessments</li> <li>• PAT Testing as required (not Reading or Mathematics)</li> <li>• NAPLAN</li> </ul>
<p><b>TERM 2:</b></p> <ul style="list-style-type: none"> <li>• Mid-Year report (as per SCSA requirements)</li> <li>• SeeSaw posts for formative assessments</li> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<p><b>TERM 2:</b></p> <ul style="list-style-type: none"> <li>• Mid-Year report (as per SCSA requirements)</li> <li>• SeeSaw posts for formative assessments</li> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<p><b>TERM 2:</b></p> <ul style="list-style-type: none"> <li>• Mid-Year report (as per SCSA requirements)</li> <li>• SeeSaw posts or OneNote content for formative assessments</li> <li>• Words Their Way – Primary or Elementary Spelling Inventory</li> </ul>
<p><b>TERM 3:</b></p> <ul style="list-style-type: none"> <li>• Whole school Learning Journey</li> <li>• SeeSaw posts for formative assessments</li> <li>• Parent-teacher meetings at the teacher's discretion</li> <li>• PAT Reading (over first four weeks of Term 4)</li> <li>• PAT Mathematics (over first four weeks of Term 4)</li> </ul>	<p><b>TERM 3:</b></p> <ul style="list-style-type: none"> <li>• Whole school Learning Journey</li> <li>• SeeSaw posts for formative assessments</li> <li>• Parent-teacher meetings at the teacher's discretion</li> <li>• PAT Reading (over first four weeks of Term 4)</li> <li>• PAT Mathematics (over first four weeks of Term 4)</li> </ul>	<p><b>TERM 3:</b></p> <ul style="list-style-type: none"> <li>• Whole school Learning Journey</li> <li>• SeeSaw posts or OneNote content for formative assessments</li> <li>• Parent-teacher meetings at the teacher's discretion</li> <li>• PAT Reading (over first four weeks of Term 4)</li> </ul>

<ul style="list-style-type: none"> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<ul style="list-style-type: none"> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<ul style="list-style-type: none"> <li>• PAT Mathematics (over first four weeks of Term 4)</li> <li>• Religious Education Assessment</li> </ul>
<p><b>TERM 4:</b></p> <ul style="list-style-type: none"> <li>• End-of-Year report (as per SCSA requirements)</li> <li>• SeeSaw posts for formative assessments</li> <li>• Running Records</li> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<p><b>TERM 4:</b></p> <ul style="list-style-type: none"> <li>• End-of-Year report (as per SCSA requirements)</li> <li>• SeeSaw posts for formative assessments</li> <li>• School-based Spelling Assessment (e.g. Diana Rigg)</li> </ul>	<p><b>TERM 4:</b></p> <ul style="list-style-type: none"> <li>• End-of-Year report (as per SCSA requirements)</li> <li>• SeeSaw posts or OneNote content for formative assessments</li> <li>• Words Their Way – Primary or Elementary Spelling Inventory</li> </ul>



## APPENDIX 3 – UPPER PRIMARY

Year Four	Year Five	Year Six
<b>TERM 1:</b> <ul style="list-style-type: none"> <li>Interim report (Religion, English, Mathematics progress reported)</li> <li>Parent Interviews in the final week of term</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>PAT Testing as required (not Reading or Mathematics)</li> </ul>	<b>TERM 1:</b> <ul style="list-style-type: none"> <li>Interim report (Religion, English, Mathematics progress reported)</li> <li>Parent Interviews in the final week of term</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>PAT Testing as required (not Reading or Mathematics)</li> <li>NAPLAN</li> </ul>	<b>TERM 1:</b> <ul style="list-style-type: none"> <li>Interim report (Religion, English, Mathematics progress reported)</li> <li>Parent Interviews in the final week of term</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>PAT Testing as required (not Reading or Mathematics)</li> </ul>
<b>TERM 2:</b> <ul style="list-style-type: none"> <li>Mid-Year report (as per SCSA requirements)</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>Words Their Way – Elementary Spelling Inventory</li> </ul>	<b>TERM 2:</b> <ul style="list-style-type: none"> <li>Mid-Year report (as per SCSA requirements)</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>Words Their Way – Elementary Spelling Inventory</li> </ul>	<b>TERM 2:</b> <ul style="list-style-type: none"> <li>Mid-Year report (as per SCSA requirements)</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>Words Their Way – Elementary Spelling Inventory</li> </ul>
<b>TERM 3:</b> <ul style="list-style-type: none"> <li>Whole school Learning Journey</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>Parent-teacher meetings at the teacher's discretion</li> <li>PAT Reading (over first four weeks of Term 4)</li> <li>PAT Mathematics (over first four weeks of Term 4)</li> </ul>	<b>TERM 3:</b> <ul style="list-style-type: none"> <li>Whole school Learning Journey</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>Parent-teacher meetings at the teacher's discretion</li> <li>PAT Reading (over first four weeks of Term 4)</li> <li>PAT Mathematics (over first four weeks of Term 4)</li> <li>Religious Education Assessment</li> </ul>	<b>TERM 3:</b> <ul style="list-style-type: none"> <li>Whole school Learning Journey</li> <li>SeeSaw posts or OneNote content for formative assessments</li> <li>Parent-teacher meetings at the teacher's discretion</li> <li>PAT Reading (over first four weeks of Term 4)</li> <li>PAT Mathematics (over first four weeks of Term 4)</li> </ul>
<b>TERM 4:</b> <ul style="list-style-type: none"> <li>End-of-Year report (as per SCSA requirements)</li> </ul>	<b>TERM 4:</b> <ul style="list-style-type: none"> <li>End-of-Year report (as per SCSA requirements)</li> </ul>	<b>TERM 4:</b> <ul style="list-style-type: none"> <li>End-of-Year report (as per SCSA requirements)</li> </ul>

<ul style="list-style-type: none"><li>• SeeSaw posts or OneNote content for formative assessments</li><li>• Words Their Way – Elementary Spelling Inventory</li></ul>	<ul style="list-style-type: none"><li>• SeeSaw posts or OneNote content for formative assessments</li><li>• Words Their Way – Elementary Spelling Inventory</li></ul>	<ul style="list-style-type: none"><li>• SeeSaw posts or OneNote content for formative assessments</li><li>• Words Their Way – Elementary Spelling Inventory</li></ul>
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