



St Joseph's School

St Joseph's School Assessment and Reporting Policy

Created: 2015
Reviewed: 2019
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Rationale

Assessment is the process of identifying, gathering and interpreting information about student learning. At St Joseph's School, the central purpose of assessment is to improve learning outcomes of students. A good assessment system provides information about whether the learning goals of the teaching program have been achieved and assists with making decisions about teaching and learning practices. Its focus is not only on what has been achieved by students but also how they have gone about their learning.

Reporting is the process of communicating information about achievement and progress gained from the assessment process. At St Joseph's School, the purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported using system authorities. This information about students' achievements is valuable for school and system wide planning and reporting.

ASSESSMENT

Assessments should:

- Be based on Achievement Standards.
- Provide feedback to students, parents and teachers.
- Be used to evaluate content of the school program.
- Enhance student accountability, motivation, commitment to learning and application to work.
- Enable students to form realistic expectations of their own ability and their long-term prospects.

Formative assessments are on-going informal assessments, reviews, and observations in a classroom to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, **formative assessments** that help students identify their strengths and weaknesses and target areas that need work are used to modify and validate instruction.

Summative assessments are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

The Assessments in which St Joseph's School participates include:

1. General – common to both campuses
2. Primary only
3. Secondary only

GENERAL

Bishop's Literacy Test

The Bishops' Religious Literacy Assessment is a large-scale, standardised assessment program. The BRLA consists of a series of Religious Education (RE) tests developed by Catholic Education Western Australia (CEWA). The RE tests are administered to students in Years 3, 5 and 9 in Catholic schools across Western Australia.

The BRLA provides a 'point in time', snapshot of student performance in Religious Education across three year levels in most Catholic schools. Students' knowledge and understanding of the content of the RE curriculum is assessed using a combination of multiple choice, short and extended response items. Students' faith is not assessed. The use of the BRLA complements the school-based assessment programs in RE.

National Assessment Program – Literacy and Numeracy (NAPLAN)

Since 2008, the National Assessment Program – Literacy and Numeracy (NAPLAN) has assessed all students in Years 3, 5, 7 and 9 on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Data is analysed and used to inform planning in teaching programs.

OLNA

As a part of the new WACE (Western Australian Certificate of Education) requirements, all students must attain a minimum standard of Literacy and Numeracy by the completion of Year Twelve. OLNA testing takes place during Year Ten if students have not attained at least Band 8 in all Literacy and Numeracy tests through NAPLAN. Students will have six opportunities over the next three years to achieve this minimum standard before the end of Year Twelve.

South Australian Spelling Test

Students in Years 3, 4, 5 and 6 are tested using the standardised SA spelling test - Part A in February and Part B in November. This standardised spelling test will give students a spelling age and will rate the development of students. All students should make a minimum of a 12 month increase in their spelling ability over the period of a school year. Any primary students that have been identified as at risk will be assessed for the MultiLit program. All Year 7 students are assessed on their spelling ability using the SA spelling test to determine the need for additional support by specialist instructors of core skills through the Literacy Assist Program (LAP).

Individual Education Plans

IEP - Students who require additional support and identified are placed on an Individual Education Plan (IEP) with the option for adjusted assessments through Curriculum Adjusted Plan (CAP). On both Campuses, students who have been identified by outside agencies as having recognised learning difficulties will be placed on IEP's. Other students who experience difficulties, with parent consultation, may be placed on a CAP's.

PRIMARY ONLY

Common Assessment Tasks

The Primary campus is organised as double stream school. Teachers work collaboratively to ensure a common curriculum is taught to both classes. Year group excursions organised and linked to the curriculum, and Common Assessment Tasks (CATs) are undertaken by all students in a year group. CATs and other data, allow for the accurate allocation of grades for each year group.

On-Entry Assessment Program (Pre-Primary Only)

The On-Entry Assessment Program (OLI) is the mandated assessment for all Pre-primary students. The assessment is completed in a one-to-one interview situation and focuses on both literacy and numeracy skills for students in Pre-primary. It assists with:

- Assessing the progress of students in literacy, numeracy and phonological awareness
- Diagnosing individual student work and providing data to indicate what areas students are achieving or underachieving
- Predicting future performance for identifying individuals who might benefit from early intervention.

PLD Assessment (Diana Rigg)

- All primary school students are tested at the beginning of each term using the PLD “Phonic Sight Word and Sequence” placement test. This assessment will determine the starting point of the spelling program for the year level. Results are recorded on the Data Wall located in the primary staffroom.

Observation Survey

The Observation Survey of Early Literacy Achievement is administered to Years 1 and 2 students and students at risk in Year 3. The systematic observation tasks help teachers to observe, through a series of tasks, young children’s early literacy behaviours. The observation survey provides easy-to-read accounts of individual progress made by students between two specific points of time.

Reading Records

The expectations of student reading levels are that 80% of students will reach

- Level 4 by the end of Pre-Primary
- Level 14 by the end of Year One
- Level 24 by the end of Year Two
- And achieve Level 30 (independent reading) sometime in Year Three

All students from Pre-Primary to Year 2 are provided with a Reading Log Book and borrow Home Readers from their classroom baskets. Students change their books daily and read to a teacher, EA or parent helper at school then again to a family member each night. Students from Years 3 to 6 use the Reading Log pages in the St Joseph’s School Diary.

Students are tested monthly from February to November in Years One, Two and Three and commencing at the start of Semester Two in Pre-Primary then tested monthly from August to November. All students are tested once a month and progression recorded.

Literacy Pro Evaluations

When a student achieves Reading Level 30, they move to the Scholastic Lexile Reading program. Students undertake an initial test to determine their comprehension level.

Year Level	Below Basic	Basic	Proficient	Advanced
Year 3	BR – 249	250 – 499	500 – 800	801+
Year 4	BR – 349	350 – 599	600 – 900	901+
Year 5	BR – 449	450 – 699	700 – 1000	1001+
Year 6	BR – 499	500 – 799	800 – 1050	1051+

LITERACY PRO – BENCHMARKS FOR ST JOSEPH'S SCHOOL

Students borrow books at their reading level and complete comprehension quizzes based on the books they have read. Students are tested in the first week of each term and student progress is tracked.

Mathematics Assessment Interview (MAI)

The Mathematics Assessment Interview is an assessment tool consisting of a series of hands-on assessment tasks where students demonstrate mathematical understanding and preferred strategies for solving increasingly complex tasks.

This assessment is used by teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to points of growth. Analysis of the responses provides teachers with powerful information to use when planning to meet student learning needs.

ABSENCES FROM ASSESSMENT TASKS

Absence from class/missed work

- If a student misses an assessment then they will be required to complete the task at the earliest available opportunity after returning to school.

Prolonged Absences

- Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student.

Extended absences

- If parents remove their children for holidays during the school term, then they must apply in writing to the school. The Heads of School then respond in writing to acknowledge the period of non-attendance. The school is not obligated to provide classwork or assessment for extended periods of time and a report may not be issued.

SECONDARY ONLY

National Assessment Program – Literacy and Numeracy OLNA (On-line Literacy & Numeracy Assessment). Students in Year 9 who have not obtained the minimum expected Literacy and Numeracy requirements in order to obtain a WACE (Western Australian Certificate of Education) are required to sit the OLNA. These students have six (6) opportunities in Years 10 – 12 to achieve this requirement – Band 8 or higher in all areas.

At the Secondary campus students complete examinations in Years 8, 9, 10, 11 and 12. Years 8 - 12 undertake one set of examinations in Term Two and Course A Years 9 & 10 and Year 11 students complete an end-of-year examination during Term Four. Year 12 students complete ATAR examinations in Term Four. Students with disabilities may require special equipment e.g. lap-top, large print, scribe or extra time in accordance with SCSA policies and guidelines and with prior arrangement with the school administration.

ASSESSMENT OF STUDENTS

Nature of Assessment

The purpose of assessment is to assist and enhance learning. It is a continuous and comprehensive process of monitoring a student's progress toward the achievement of stated outcomes, and is an integral part of the teaching and learning process.

YEAR 7 TO 12 SUBJECTS AND WACE COURSES (WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION)

Statutory Requirements

For all WACE courses, assessment requirements are published by the Schools Curriculum and Standards Authority (SCSA) and are included in the SCSA syllabus statements. These provide a common basis against which teachers allocate their grades, assessment ratings or marks. Adherence to the course objectives, assessment and other guidelines described in the syllabus statements is mandatory.

Grading

Grades are assigned following the completion of a Subject/Course and must be made with reference to a pre-determined set of standards.

Grades can be interpreted in the following way:

- A - Excellent Achievement
- B - High Achievement
- C - Satisfactory Achievement
- D - Limited Achievement
- E - Very Low Achievement

Information to Students

The following information will be made available to students at the beginning of each assessment period for each subject/course.

- The assessment outline.
- A copy of the accredited syllabus document as published by the SCSA or St Joseph's School outline for Year 7 to 12 subjects.

- The weighting placed on each assessment.
- The number of assessments and the approximate timing of each assessment.
- The course outline and/or teaching and learning program.
- Information on accessing the grade descriptions for the stage of the course they are studying.

SUBMISSION OF ASSESSMENT TASKS

- Due dates are to be clearly outlined and published. Where adjustments are made to these dates, it should be done in consultation with students and teachers.
- Assessments being submitted outside of class time are required to be received by 3:30pm on the due date.
- Students may be able to negotiate an extension (if class time has been used effectively), however the onus is on the student to make the approach and articulate the circumstances behind the request, before the date on which the assignment is due. The request for an extension must articulate, in writing, the circumstances behind the delay.
- Assessment tasks submitted late are subject to penalty where extensions have not been requested and granted. This penalty will be commensurate with that given when an assessment task has not been submitted without satisfactory explanation for non-submission. Parents will be notified when assessment tasks are not submitted or frequently not submitted on time (see section 5/5).
- Students who leave early for holidays will be expected to hand assignments in before leaving if they wish for them to be included as part of their assessment.
- Students who take holidays during term time must complete the necessary documentation to advise the school of their intended. Parents need to inform the Head of Secondary four (4) weeks prior to absence.

CONSEQUENCES OF PLAGIARISM

- Students shown to have cheated, colluded or plagiarised in assessed work or in examinations will receive a mark of zero (0) for that task.
- Cheating is when a student uses unauthorised materials or does not adhere to the guidelines outlined in the instructions for the conduct of in-class assessments/examinations.
 - Cheating will be assumed if a student communicates with others during the assessment.
 - During an in-class assessment, students should only have on their desk any items required to complete the task. Failure to comply with this may result in cheating being assumed by the supervising teacher.
- Collusion is when students submit work that is not their own for assessment.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that

they have done so i.e. copied work for others or from references.

CONSEQUENCES OF FAILURE TO SUBMIT WORK

General Procedures

- Where there is a valid reason (e.g. illness, urgent appointment) for a student missing an assessment or failing to complete an assessment, it is reasonable that that student not be disadvantaged for doing so and be given the opportunity, where feasible or possible, to sit or complete the assessment.
- Non completion of assessments due to family holidays will result in a mark of zero for that test or assessment.

Tests/In-Class Assessments

- If a student is absent on the day of an in-class assessment, then it is the student's responsibility to provide written notification of their absence to the school upon their return in order for the student to complete the assessment immediately.
- If a student is absent on the due date of the assessment, it is the student's responsibility to submit it immediately upon the return to school.
- If the student is absent for a longer period of time, due to illness, parents will need to notify the school through the Head of Secondary and arrangements will then be negotiated.

Year 7 to 12 Subjects and WACE Courses

If a student submits an assessment task late without negotiating an extension date with the teacher prior to the submission date the penalty that will apply is as follows:

1. For each day late a deduction of 10% of the marks awarded for the task
2. After one day late on any assessment, an Academic Detention will be given until the student has completed the assessment, PLUS 10% deduction for each day the assessment is not completed.
3. After 5 days late, a mark will be awarded for the task, with 50% being the maximum mark that can be achieved on that assessment task.
4. After 7 days a mark of zero will be awarded.

An example: If a student hands in an assignment one day late, for which he/she received a mark of 15/20 then the student will be awarded $15 \times 0.9 = 13.5$. So a final mark of 13.5/20 is given for the research assignment. A note in SEQTA should be entered next to that mark for future reference e.g. Assign 1 day late – mark x 90%(0.9). Similarly, if the assignment is two days late - multiply the grade mark by 0.8 and so on.

Externally Set Tasks (ESTs)

An EST is a common task that all students enrolled in a General course and a Foundation course will complete in Semester One of Year 12. The task is set by the SCSA and is worth 15% of the final mark for that pair of units. ESTs are marked by the student's teacher/s using a marking key provided by the SCSA. Preliminary courses do not include ESTs.

- Students are required to complete an EST for each General and/or Foundation course they are enrolled in.

- The EST is to be administered in Term 2 in a period prescribed by the SCSA.
- The EST is administered under invigilated conditions following protocols provided by the SCSA.

Completion of a WACE Course

In order to complete a WACE Course and be eligible to receive a grade, a student must complete the structured educational program and assessment program for that Course.

- A student is required to be present for the duration of the year
- It is a student's responsibility to be present for all assessment tasks and to submit all assessments by the due date.

Failure to Complete a WACE Course Assessment Program

- For WACE Courses there are prescribed requirements for the completion of an assessment program and these must be adhered to by the School.
- Failure to complete the Course requirements may result in the student receiving a 'U' notation. (unfinished)

ABSENCES FROM ASSESSMENT TASKS

- Students who are absent from class work and assessments due to genuine sickness, injury, on compassionate grounds or in other accepted extenuating circumstances, *will not be disadvantaged*. Upon the student's return to, *and the provision of written evidence* to the Head of Secondary explaining the valid reasons why the assessment was missed, the student may sit for a similar assessment task.
- Where a student is absent from a camp or excursion that is a component of the assessment program of the course/module due to illness or injury a medical certificate is to be provided to the Head of Secondary either before the departure date or immediately the student returns to school.
- Where a student is absent from a camp that is a component of the assessment program of the subject/course due to sporting commitments a letter from the relevant sporting organisation must be provided at least one (1) week prior to departure. An alternative assessment will be provided where possible.
- When a student is absent due to attendance at school sanctioned activities, it is the student's responsibility to ensure that assessment tasks are submitted prior to the absence. Students will have to obtain the Learning Area teacher's permission. Students with outstanding assessments will not be given permission to attend. Where such as absence entails missing a scheduled in-class assessment, alternative arrangements for the completion of the assessment will be made.
- When a student is absent for a reason not sanctioned by the school, provision will not be made in the assessment schedule to accommodate this absence.
- The school will not provide individual programs of work for students who are absent due to holiday commitments. It is the student's responsibility to ensure that they complete the

necessary work they will be absent for. Any assessment not completed will result in a zero mark being awarded.

- For valid absentees, the Head of Secondary will ensure the mark awarded for missed assessments will be the student's average.

Chronic or Frequent Absence

- Where a student sustains chronic absence due to illness or injury, the teacher should liaise with the parents to discuss alternative completion requirements for assessment tasks, and the provision of alternative opportunities to complete the requirements of the educational program.
- In subjects and WACE Courses if a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, which may have WACE implications.

Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school.

For example

- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in class assessment task is scheduled or where sickness, injury or personal circumstances for part or all of the duration of an out of class assessment task prevents the completion or submission by the due date.

In such cases the parent/guardian must:

- Contact the school before 9:30am on the day of the in-class assessment task or due date for submission of out of class assessment **and**
- Provide either a medical certificate or letter of explanation immediately the student returns to school.

Where the student provides a reason, which is acceptable to the school for the non-completion or non-submission of an assessment task, the teacher will:

- Negotiate an adjusted due date for an out of class assessment task or an adjusted date for all in class assessment tasks or
- Not require the task to be completed and re-weight the student's marks for other tasks in that assessment period (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet requirements of the course and to enable a grade to be assigned – Years 7-10 only)

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (eg sitting a driver's licence test, preparation for the school ball, family holiday).

In exceptional circumstances, the parent/guardian may negotiate with the Head of Secondary the development of an individual education plan. This plan shows how the missed lesson time will be compensated for and any adjustments to the assessment outline.

APPEAL PROCEDURES

It is only just that students have some right of appeal with regard to the marking and assessing of pieces of work.

- Appeals against school assessment will only be considered on the grounds of incorrect use by the school of subject/course assessment structures and guidelines.
- The teacher's judgment of the weighting of the individual assessment tasks for the subject/course is not subject to review.
- Students seeking an assessment review must make written application to the School within five (5) days of the release of School assessments.
- An "Application for Review of Assessment" may be obtained from the Head of Secondary. The merits of the application are at the discretion of the Head of Secondary.

Appeals to the Curriculum and Standards Authority (SCSA) – Year 12

Applications to the SCSA for appeal against assessment will not be considered unless an assessment review has been completed by the school. The appeal form is available in the WACE Procedures File. Student appeals must be lodged at the SCSA with the required fee and the school's written review by the closing date specified in the WACE activities schedule.

VET CERTIFICATE COURSES

Assessment

Assessment takes place as Units of Competency. All Elements and Performance Criteria must be deemed competent by the assessor on **TWO (2)** occasions prior to a unit being completed. All Units of Competency must be completed to a competent standard for the student to achieve the Certificate qualification.

Grading

Grading for units are by competency: **Competent** or **Not Competent**. Students are advised to work to the best of their ability in all assessments as there are opportunities for external awards.

Information to Students

The following information will be made available to students:

- A copy of the Units of Competency as published by the RTO (Registered Training Organisation)
- A copy of the proposed assessment schedule
- The course outline
- All students will need to complete an induction program

Submission of Assessment Tasks

- Due dates are to be clearly outlined and published. Where adjustments are made to these dates, it should be done in consultation with students and teachers.
- Assessments being submitted outside of class time are required to be received by 3:30pm on the due date.
- Students may be able to negotiate an extension before the date of which the assessment is due. The granting of the extension is at the discretion of the class teacher.

Consequences of Failure to Submit Work

Theory/In-Class Assessments

- Where there is a valid reason for a student missing an assessment or failing to complete an assessment, it is reasonable that the student not be disadvantaged for doing so and be given another opportunity to sit or complete the assessment at a later date.
- Students who fail to hand in an assessment on the required date will be required to attend a lunchtime Academic Detention, or series of detentions until the work is completed to a competent standard.

Practical Assessments

- Students completing practical assessments and Units of Competency are required to participate in all the practical sessions organised.
- Students are required to attend excursions, interviews and external assessments as planned by the teacher/supervisor; failure to attend will result in the student being required to complete the Unit of Competency **in their own time**.
- Failure to complete a Unit of Competency will result in the student not completing the Certificate course.

EXAMINATION POLICY AND PRACTICE

EXAMINATIONS are considered to be an appropriate assessment technique in a range of subjects across Years 8 - 12.

They encourage retention of knowledge and provide an opportunity for measuring student performance in mastering course objectives. There is a need to train students in examination technique and it is necessary that a standard approach to setting out examination papers and to the conduct of examinations be adopted to reduce problems due to unfamiliarity of students with the examination process. At the Years 10 to 12 level, examination papers and conditions should model the formats as set by the SCSA.

Absence from examinations

- Students absent from examinations will require a medical certificate in order to be allocated an average of their Semester test scores.
- A student absent without a medical certificate will be awarded a score of zero for that examination.
- Absence due to family holiday is considered unapproved by the school and will result in a score of zero being awarded for that examination.
- There will be NO catchup exams given after the examination period set by the school.

Examinations by Year level

- **Year 7 - there will be no Examinations**
- **Year 8 Examinations**

These are held in Term 2 and will be only 80 minutes duration PLUS 10 minutes reading time. They will cover the first semester's work.

- **Year 9 Examinations**

Course A will have Semester 1 & 2 examinations. They will be 90 minutes duration PLUS 10 minutes Reading time.

Course B will only have a Semester 1 Examination. They will be 60 minutes duration PLUS 10 minutes Reading time.

- **Year 10 Examinations**

Course A will have Semester 1 & 2 examinations. They will be 2 hours duration PLUS 10 minutes Reading time.

Course B students will have a Semester 1 examination only. It will be 60 minutes duration PLUS 10 minutes Reading time.

- **Year 11 ATAR Examinations**

Year 11 ATAR students will have Semester 1 & 2 examinations. They will be 3 hours duration PLUS 10 minutes reading time, with the exception of PE Studies which is 2.5 hours for the written examination.

- **Year 12 Examinations**

Year 12 students will have examinations in Term 2, at dates to be set by the school as specified in the assessment outline. End of year, school based examinations will be in Week 2 of the September/October holidays. The WACE exams will be following these at dates to be set by the SCSA.

- **Practical, Oral and Aural Examinations**

These will be arranged to occur just prior to or during the examination timetable.

Assessment Free Revision Week Semester One – Year 11 and 12

As a general rule, assignments and other assessment tasks will not fall due in the week prior to Semester One examinations. Teachers will attempt to ensure that students have an assessment-free revision week available to them for examination preparation and that work set during that time is revisionary in nature.

EXAMINATION INSTRUCTIONS FOR STUDENTS

Attendance

- Students in Year 12 Subjects and WACE Courses are not required to attend the school during the examination period when they do not have a timetabled examination.
- Students not required to sit examinations, may be required to attend the school during this period to complete classwork and/or assessment tasks.
- Some students in Year 12 General subjects and VET Courses who have incomplete assessments will be required to return to school until they are finalised.

The Examination Room

- Students may bring pens, pencils, erasers, rulers, approved calculators and any specific requirement requested for an exam into the examination room unless explicitly prohibited for a particular examination. This equipment is to be carried in a clear plastic bag.
- Students may not bring scrap paper, books, notes, calculator covers, reference material, bags, mobile phones or pencil cases into the examination room.
- No food may be taken into examination rooms. A clear plastic water bottle without any labels may be used – maximum size 1.5L.
- Students are to maintain silence upon entering the examination room and until all worked papers have been collected and students are dismissed
- Students are to wear full uniform (not PE uniforms) to examinations. All school rules apply.
- Students who fail to comply with the school's uniform standards may be excluded from the examination room and complete it at another venue

Timing

- All examinations will have reading time. Students may not write or use a highlighter during that time.
- No student will be admitted to an examination after one hour has elapsed.
- Students who arrive late (within the first hour) will not be granted extra time and no allowance will be made in marking their paper.
- Students may not leave an examination early.

Missed Examinations

- In the case of sickness the school must be informed prior to or on the day of the examination. Before the end of the examination period, a medical certificate must be presented to the Head of Secondary. These students will receive the average of their test scores. Failure to do produce a medical certificate will result in a mark of zero (0) for the examination.
- Students will not be allowed to sit examinations prior to the advised date.
- Students who miss examinations due to family holidays will receive zero for the missed examination.

Irregular Practices

- No student may attempt to gain an unfair advantage by taking non-approved notes or other prohibited material into the examination room or by attempting to exchange information with another student.
- Any communication for whatever reason will be considered to be an attempt to gain an unfair advantage. In such an instance the supervisor will inform the Head of Secondary. The standard sanction will be the voiding of that examination. The student will receive a mark of zero and no re-sit of examination will be available. The parent/guardian will make a time for a meeting with the Head of Secondary, the Learning Area teacher and the student to discuss the matter.

Visiting the school during the Examination Period (Yr 11 & 12 only)

- Student who are not scheduled for examinations may decide to come to the school to work on a project, work with a teacher on an arranged tutorial basis or do some other arranged work. When students attend the school during the examination break, they are required to wear the School uniform. Students wishing to study during the examination period may use the designated area to do so. Students who do not have examinations during this time may be

required to attend classes to complete assessments. They will be notified of this before the commencement of the examination period.

Discretionary Power

- Notwithstanding any of the above, the Head of Secondary may, in exceptional circumstances, use discretion in applying the conditions and sanctions as listed above.

REPORTING

At St Joseph's School we believe that Reporting should:

- Use a variety of procedures which are clear and concise.
- Use language which parents can easily understand.
- Takes place both formally and informally on a regular basis.
- Be a private communication between the parent, student and teacher.
- Provide information to parents.
- Give parents information about the work which has been done in the classroom.
- Indicate what has been achieved by the student in the reporting period in relation to learning outcomes.
- Be developed from a sound information base – profiles, work samples, student self-assessment etc.
- State clearly what has been done by the student, what the strengths and weaknesses are, what action has been taken by the teacher.

The following table is a guide to reporting at St Joseph's School.

	Term 1	Term 2	Term 3	Term 4
Pre Kindy		Portfolios		Portfolios
Kindy		Semester One Report Portfolio		Semester Two Report Portfolio
PP	Learning Journey Portfolio	Semester One Report Portfolio	Student/parent/teacher interview Portfolio Learning Journey	Semester Two Report Portfolio
Years 1 - 6	Learning Journey	Semester One Report	Student/parent/teacher interview Learning Journey	Semester One Report
Years 7 - 12	Interim Report	Student/parent/teacher interview Semester One Report	Student/parent/teacher Interviews	Semester Two Report

Reporting and Results

- Teachers will use professional judgment to determine whether sufficient evidence has been collected.
- All evidence will be taken into account when making the final judgement of achievement.
- Teachers must be able to support their judgements with thorough records of the evidence of student achievement.

STRATEGIES

At St Joseph's School, Northam we monitor and document student's progress and achievements using a variety of strategies. Evaluating and recording ideas, experiences, progress and achievements provides a means by which teachers can track the development and learning of each child and make informed future planning decisions.

Information Sessions

In Term Four, parents of students who will be attending Pre-Kindergarten, Kindergarten and Pre-Primary the following year are invited to information sessions held during the day to discuss;

- Start and finish times
- Uniforms
- Lunch arrangements
- School policies
- Parent assistance
- General question and answer session

Information sessions for parents of Pre-Primary to Year Six students are scheduled in Term One and these are about the teaching and learning program which are timed to suit the needs of each student or year group. In the first few weeks of primary school parents are invited to attend an information meeting, held in the classroom, in the early evening. This gives parents the opportunity to meet the teachers and education assistants who care for their child on a daily basis.

Years 7 to 12 Information sessions are scheduled in Term One.

- Year 7 students and new students to the school occurs during Term One
- Orientation Night for future new students occurs during Term Four

Parent Interviews

Parents are encouraged to make an appointment out of school hours or in the teacher's non-contact time to discuss any issues about their child. Due to confidentiality, teachers may only discuss the child of that parent, not the names, behaviour or school work of other students in the class. There is limited time before school and if a lengthy discussion, privacy or confidentiality is required parents or care givers are encouraged to make an appointment at another time.

School Diary and Communication Books

The diary is issued to students from Years 3 to 12. The diary has spaces for parents and teachers to communicate and parents are encouraged to check their child's diary regularly. Students from Pre-Kindergarten to Year 2 will use an exercise book as a communication book.

The school diary is good form of communication between the teachers and parents.

Annotations in homework diaries and journals, letters, email and other forms of correspondence from teachers and schools are to advise parents about successes or concerns.

Learning Journeys

Towards the end of Term One, parents of students from Pre-Primary to Year 6 are invited by their children to accompany them on a trip around the school to visit learning areas, view work books and join in activities. During the Learning Journeys parents are guided by their child.

Merit Certificates

Parents will be contacted prior to the Primary assembly so that they can be present to witness their child's recognition of achievement.

At the end of Semester One Secondary students who have excelled will be rewarded with a Certificate of Excellence or Outstanding Application for each Learning Area. This applies to all students from Years 7 to 12. These awards are presented at the first assembly in Term Two. At the end of the year, these awards are a part of the Presentation Night.

Portfolios

Pre-Kindergarten and Kindergarten students do not bring home all work samples each day. These are collected, assessed and sent home at the end of the Semester One and Semester Two.

Interim Reports

Interim reports are used at the Secondary Campus at the end of Term One.

Three Way Conferences

Early Term Three, after the Semester One reports have been received, parents and students from Years 1 to 6 are invited to attend a three-way conference with the class teacher. No discussion is scheduled for the end of the school year. Parents with any concerns are encouraged to contact the next teacher at the beginning of the new school year.

Parent/Teacher/Student interviews occur at the Secondary Campus after the Interim Report in Term One and after the Semester One report, at the beginning of Term Three.

Formal Reports

Reports are prepared at the end of Semester One and Semester Two based on the School Curriculum and Standards Authority (SCSA) C grade descriptor guidelines.

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.

Telephone discussions

Communication via telephone between parents and teachers is part of an informal discussion about your child's progress in a learning area. Parents are welcome to request a phone interview with their child's teacher if a face-to-face meeting is not possible.

Student feedback for Assessments

When each assessment has been completed by the student and marked by the teacher, it should be returned to the student and include:

- The total mark.
- Justification of the assessed achievement.
- Students have the opportunity to clarify the marks awarded to any assessment.