



Aspire to achieve together

Teaching, Assessment and Reporting Policy 2026



Rationale

Aspiri Primary School's Curriculum, Assessment and Reporting Policy is aligned to the Western Australian Curriculum and Assessment Outline K-10.

The Curriculum and Assessment Outline acknowledges the rights of all students irrespective of their ethnicity, language, culture, gender, socioeconomic status, disability, sexual orientation or geographic location to have access to high-quality learning.

It encompasses the Australian Curriculum, setting out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and provides support for teachers in their assessment and reporting of student achievement.

The implementation of APS's Curriculum, Assessment and Reporting Policy is guided by the Department of Education's 'Teaching for Impact' framework – 'what effective teachers believe, what they know and what they do have impact on student outcomes.'

References

- The Alice Springs (Mparntwe) Education Declaration. <https://www.education.gov.au/alice-springs-mparntwe-education-declaration>
- Curriculum Assessment Reporting in Public Schools Procedures (Oct 2023)
- Teaching For Impact <https://ikon.education.wa.edu.au/-/access-teaching-for-impact/>
- SCSA: Teaching, Assessing and Reporting Policy
<https://k10outline.scsa.wa.edu.au/home/policy/teaching-assessing-and-reporting-policy>



Curriculum

“Effective teachers understand the Western Australian Curriculum content and the knowledge, skills and understandings students need to master at each stage of learning’ (Teaching for Impact, DoE).

The Western Australian Curriculum, encompasses the Australian Curriculum and The Alice Springs (Mparntwe) Education Declaration (December 2019). It has a twenty-first century focus, including three cross-curriculum priorities and seven general capabilities.

The Western Australian Curriculum includes:

- Early Years Learning Framework
- Kindergarten Curriculum Guidelines
- Pre-primary to Year 10 Curriculum

There are three cross-curriculum priorities,

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

Aspiri Primary School (APS) follows the Western Australian curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The curriculum comprises of eight learning areas. All learning areas are covered at APS.

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Languages (Year 3-6) (AUSLAN)
- Health and Physical Education
- Technologies



Principles of Teaching and Learning

The Guiding Principles for Western Australian Schools promote equity and excellence in Western Australian schools. They ensure that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of young Western Australians. The Guiding Principles are the foundation for planning, teaching and assessing at APS.

The Guiding Principles comprise:

- Western Australian Values of Schooling
- Students with Diversity Statement
- Principles of Teaching, Learning and Assessment
- Phases of Schooling
- Kindergarten and Pre-primary Statement

The Principles of Teaching and Learning are implemented at APS to ensure that our school and class environments are intellectually, socially and physically supportive of learning. These principles assist whole-school planning and individual classroom practice.

- Opportunity to Learn – Learning experiences should enable students to observe and practise the actual processes, products, skills and values that are expected of them.
- Connection and Challenge – Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
- Action and Reflection – Learning experiences should encourage both action and reflection on the part of the student.
- Motivation and Purpose – Learning experiences should be motivating and their purpose clear to the student.
- Inclusivity and Difference – Learning experiences should respect and accommodate differences between learners.
- Independence and Collaboration – Learning experiences should encourage students to learn both independently and from and with others.
- Supportive Environment – The school and classroom setting should be safe and conducive to effective learning.

Teaching for Impact

Teaching for Impact is a component of the Department of Education's Quality Teaching Strategy. It identifies elements that have significant impact on student outcomes. These elements guide the teaching and learning at APS, ensuring we:

- Place students firmly at the centre of quality teaching and learning;
- Focus on creating the preconditions for positive learning;
- Differentiate to ensure students understand content and expected learning;
- Enable students to consolidate content and expected learning;
- Enable student to apply their knowledge and skills.



Teaching for Impact

Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes.

Shaping the future



Assessment

Assessment is the process of gathering information about students and their learning and making judgements using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment at APS reflects the Principles of Assessment described in the WA Curriculum and Assessment Outline.

The Principles of Assessment are:

- Assessment should be an integral part of Teaching and Learning – Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus.
- Assessment should be educative – Assessment practices should be educationally sound and contribute to learning.
- Assessment should be fair – Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status.
- Assessments should be designed to meet their specific purpose – Information collected to establish where students are in their learning can be used for summative purposes and for formative purposes because it is used to inform subsequent teaching.
- Assessment should lead to informative reporting – Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student.
- Assessment should lead to school-wide evaluation processes – Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data.

Effective teachers assess student learning and teacher impact. 'Assessment *for* learning', 'assessment *as* learning' and 'assessment *of* learning' are all utilised at APS. Teachers use a variety of assessment strategies over time to make accurate on-balance judgements about student performance.

- 'Informing and differentiating instruction for each learner in a never-ending cycle of inquiry to discover what works best', (Lyn Sharratt, 2019)
- Providing feedback and progress in relation to the WA Curriculum
- Assisting with the identification and monitoring of students at educational risk (SAER)
- Measuring the impact of teaching practice
- Motivate students to learn and set goals for their learning
- Moderation with colleagues
- Reporting to Parents/Carers
- School wide review, evaluation, and planning for continued improvement

Reporting

Reporting is the process of communicating the outcomes of assessment to parents, carers and students.

AITSL Standard 5 - Assess, provide feedback and report on student learning clearly describes the role of teachers in using and reporting on the teaching and learning cycle as a core part of our business.

Reporting at APS incorporates both formal and informal reporting, including:

- Distribution of system assessment reports
 - NAPLAN (Year 3 and Year 5)
 - On-Entry Assessment (Pre-primary)
- Summative, semesterly reports emailed to parents/carers.
- Parent/Teacher meetings are scheduled in the final weeks of Semester 1 and 2
- Informal communication between parent and teacher, at the request of either, by appointment
- Parent/Teacher meetings relating to documented plans, such as Individual Education Plans (IEPs) and Behaviour Plans (IBPs).

For Pre-Primary to Year 6, teachers at APS use the SCSA Judging Standards when reporting against the achievement standard, when providing assessment feedback, and comparing student achievement.

The Judging Standards resources are used to assist with whole-school planning and individual classroom practice related to teaching, assessment and the reporting of student achievement. Judging Standards also promote shared understandings of achievement standards within our school and across schools.

The APS Reporting Schedule outlines the teaching, learning, assessment and reporting requirements at each year level. This information is provided in the accompanying Appendix. Student achievement in all learning areas taught within the semester will be reported in the formal report.



Reporting

Pre-primary - Year 6 teachers use the Department of Education's *Reporting to Parents* system and templates to report on student achievement and progress at the end of each semester.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years from Pre-Primary to Year 10.

- In Years Pre-Primary to Year 2 schools report using achievement descriptors, without letter grades.
- In Years 3 – 10 the following table of letter grades and achievement descriptors is used:

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.

With mid-year reports, teachers make a professional judgement regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

Reporting in Kindergarten

Reporting in Kindergarten differs from the rest of the school. Kindergarten students receive a report at the end of the year. A Department of Education reporting template is used with each of the reporting areas guided by the Kindergarten Curriculum Guidelines and aligned to the Early Years Learning Framework (EYLF).

Belonging, Being and Becoming - The Early Years Learning Framework describes the principles, practice and outcomes essential to support and enhance young children's learning

- Outcome 1 - Children have a strong sense of identity
- Outcome 2 - Children are connected with and contribute to their world
- Outcome 3 - Children have a strong sense of well-being
- Outcome 4 - Children are confident and involved learners
- Outcome 5 - Children are effective communicators

Reporting To Parents

The timelines for reporting to parents are indicated on term planners.

The 'Parent/Guardian Interview Recommended' box is ticked 'yes' on all Semester 1 written reports. All parents/carers are encouraged to attend this parent-teacher meeting. Parent-teacher meetings are a valuable opportunity for teacher/s to provide individualised feedback and discuss aspects of student learning. These meetings are also an opportunity for parents to ask questions regarding their child/ren's achievement, progress and areas for improvement. Instructions on how to book a parent-teacher meeting is communicated each year via Compass as well as the school newsletter. Parent meetings are available in-person, via phone or online using Microsoft Teams.

Kindergarten

Semester 1	Semester 2
Parent-Teacher Meetings • Online booking system • Held on the scheduled school closure day, as indicated on the Term 2 Planner	Report emailed to parents at the beginning of Week 9, Term 4 Parent-Teacher Meetings available upon request

Pre-primary - Year 6

Semester 1	Semester 2
Report emailed to parents at the beginning of last fortnight of Term 2 Parent-Teacher Meetings • Online booking system • Held on the scheduled school closure day, as indicated on the Term 2 Planner	Report emailed to parents at the beginning of Week 9, Term 4 Parent-Teacher Meetings available upon request

Attendance

Regular attendance at school is fundamental to student learning. As outlined in the Aspire PS's Attendance Policy and Procedures, we are committed to promoting the key message "every day counts", enabling all students to reach their full potential.

The Department of Education WA determines concerning attendance to be less than 90%. The number of half days as well as a percentage of attendance for the semester is generated via the Reporting to Parents platform. Attendance levels are indicated in the table below.

90- 100%	(Student A)'s is to be commended on his/her exemplary attendance which has provided him/her with optimum learning opportunities to achieve the best possible educational outcomes.
80-89%	(Student A)'s attendance puts him/her at risk of not accessing optimal learning opportunities and meeting his/her educational potential.
60 - 79%	(Student A)'s attendance puts his/her at high risk of not accessing optimal learning opportunities and meeting his/her educational potential.
0 - 59%	(Student A)'s attendance puts his/her at severe risk of not accessing optimal learning opportunities and meeting his/her educational potential.

Please note:

- Individual contexts are taken into consideration and clarification may be required, for example in relation to medical treatment. This will be decided on a case-by-case basis.
- Students with attendance in the **high or severe risk** categories require the aligned comment above.

Punctuality

Punctuality may also be raised as a concern in reports, using the statement below.

"Student A's punctuality has been of concern this semester. Being punctual enables students to settle in to their school day, complete morning routines and be ready to learn."

SEN Reporting

Special education needs (SEN) reports are provided for all students on a documented plan. Most students working on a documented plan will receive both a SEN report and year level report.

All SEN reports include:

- identified progress of IEP goals
- at least one photo, demonstrating progress (product/process) for each identified learning area within the IEP

A three point scale is used in SEN reporting to identify student achievement for identified goals in the IEP.

Not Achieved	The student has not achieved this content descriptor. The achievement of goals linked to this content descriptor are in progress.
Partially Achieved	The student has achieved some aspects of this content descriptor. Some of the goals linked to this content descriptor have been achieved and some are in progress.
Achieved	The student has achieved this content descriptor. Most or <u>all</u> of the goals linked to this content descriptor have been achieved.
N/A	Not assessed

SEN reporting is completed for students in relation to the achievement of their individual goals. For example,

- If a goal has been assessed as P (Partially Achieved) only the goals achieved will be ticked.
- If a student has been assessed as A (Achieved), all of the goals in this area are ticked.

Classroom teachers are responsible for completing the SEN report, incorporating feedback from specialist and DOTT providers based on the specific goals and strategies within the documented plan

As with the year level report, there are no individualised comments for learning areas. For those students who are receiving a year level and a SEN report, there is a consistent general comment for all SEN reports, directing parents to the year level report.

“Please refer to <N's> year level report.”

APPENDIX 1

Pre - primary - Year 6 Teaching, Assessment and Reporting Schedule 2026

		PP	PP	Year 1&2	Year 1&2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
English	Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Speaking and <u>Listening</u>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Number and Algebra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Measurement and Geometry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Statistics and Probability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	Physical Science		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3
	Earth and Space Sciences	✓ T2		✓ T2		✓ T2		✓ T2		✓ T2		✓ T2	
	Biological Science	✓ T1		✓ T1		✓ T1		✓ T1		✓ T1		✓ T1	
	Chemical Science		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4
HASS	History	✓		✓			✓		✓		✓		✓
	Geography		✓		✓	✓		✓		✓		✓	
	Civics and Citizenship						✓		✓		✓		✓
	Economics									✓		✓	
Health and Physical Education	Movement and Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Personal, Social and Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technologies	Digital Technology	✓		✓		✓		✓		✓		✓	
	Design Technology		✓		✓		✓		✓		✓		✓

Please note:

- Ticked areas indicate reporting strands for each semester. These areas are reported on with an achievement grade and effort mark
- 'Science Inquiry Skills' and 'Science as a Human Endeavour' are interwoven throughout teaching and reported on via science content areas.
- If a reportable learning area/strand (within the image above) above image, is not timetabled with a specialist teacher, the classroom teacher will teach, assess and report on the area within the indicated semester
- Reporting strands may vary in composite classes
- There is a requirement for each student PP-Yr6 to be reported on in both Performing Arts (Music) and a Visual Arts within a school year. If Semester 2 timetabling does not meet this requirement, the classroom teacher will need to liaise with their line manager to discuss possible options.

APPENDIX 1 (CONTINUED)

Specialist Areas Teaching, Assessment and Reporting Schedule 2026

		PP	PP	Year 1&2	Year 1&2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Science	Physical Science		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3
	Earth and Space Sciences	✓ T2		✓ T2		✓ T2		✓ T2		✓ T2		✓ T2	
	Biological Science	✓ T1		✓ T1		✓ T1		✓ T1		✓ T1		✓ T1	
	Chemical Science		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4
The Arts	Performing Arts: Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Visual Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health and Physical Education	Movement and Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Personal, Social and Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Languages	AUSLAN					✓	✓	✓	✓	✓	✓	✓	✓

Please Note:

- Specialist Teachers are required to teach, assess and report for all classes timetabled each semester. Those specialist teachers who are timetabled for lessons outside their speciality area will also need to report on those identified areas within the PP-Year 6 schedule.
- The additional learning areas Specialist Teachers take on are negotiated with the classroom teacher, taking into consideration varying factors. Line Managers are able to support this discussion if required.
- 'Science Inquiry Skills' and 'Science as a Human Endeavour' are interwoven throughout teaching and reported on via science content areas
- There is a requirement for each student PP-Yr6 to be reported on in both Performing Arts (Music) and a Visual Arts within a school year. If Semester 2 timetabling does not meet this requirement, the classroom teacher will need to liaise with their line manager to discuss possible options.

Design and Technologies: Technology Contexts Year Level Distribution

APPENDIX 2

Year Group	Knowledge and Understanding Strands: Technology Contexts	Context Elaborations + Resources *
PP	Engineering Principles & Systems Students move objects in a range of ways: push, pull, bounce, slide, fall, spin, float, and observe their reactions	Engineering Principles & Systems Elaboration Resources
Yr 1	Material & Technologies Specialisations Students observe, explore and select materials to use for construction based on materials' characteristics and behaviours	Materials & Technology Specialisations Elaboration Resources
YR2	Food & Fibre Productions Students make simple connections between healthy living, food and fibre choices	Food & Fibre Productions Elaboration Resources
YR3	Engineering Principles & Systems Students observe and recognise ways applied forces, and the properties of materials, affect the behaviour of objects	Engineering Principles & Systems Elaboration Resources
YR4	Material & Technologies Specialisations Students implement safe practices and select suitable materials, systems and components for a range of purposes	Materials & Technology Specialisations Elaboration Resources
YR 5	Food & Fibre Productions + Food Specialisations In Food & Fibre, students identify ways people in design and technology occupations aim to increase the efficiency of production systems or consumer satisfaction of food and natural fibre products. In Food Specialisation, students identify and implement a variety of food and hygiene practices	Food & Fibre Productions Elaboration Resources Food Specialisations Elaboration Resources
YR6	Engineering Principles & Systems Students connect ways electrical energy and forces can control movement, sound or light in a product or system	Engineering Principles & Systems Elaboration Resources

Please note:

- Teachers will teach the Technology Context assigned to their year level.
- If it is a composite class (split year level class), the teacher will teach both strands over the course of the semester i.e., focus on one strand per term.

*The suggested resources are a starting point for teaching ideas. Use teacher judgement when selecting for the context you are teaching.

APPENDIX 6

Parent- Teacher Meeting - Template (Classroom Teachers)

 Aspiri Primary School		Aspire to achieve together	
Parent-Teacher Meeting - Semester 1			
Student Name: _____		Year: _____	Date/Time: _____
School Staff: _____		Attending Parent/Caregiver: _____	
Mode of Delivery: ☐ In person ☐ Phone ☐ Video Conference			
English		Mathematics	
Behaviour/Work Habits/Social/Emotional			
Additional Discussion Points			
Signatures		Semester 1 Attendance:	
Teacher: _____		☐ Exemplary Attendance (90%-100%)	
Parent Caregiver: _____		☐ At Risk (80%-89%)	
		☐ High Risk (60%-79%)	
		☐ Severe Risk (0-59%)	

APPENDIX 7

Parent- Teacher Meeting - Template (Specialists)

 Aspiri Primary School		Aspire to achieve together	
<u>Record of Parent Contact</u>			
Student Name: _____		Year: _____	Date/Time: _____
School Staff: _____		Attending Parent/Caregiver: _____	
Mode Called By: ☐ Parent/Guardian ☐ Teacher ☐ Other: _____			
Student Strengths: 			
Items for Discussion: Semester 1 Report 			
ACTIONS			
School: 			
Home: 			
<u>Signatures</u>			
Teacher: _____		_____	
Parent Caregiver: _____		_____	

APPENDIX 8

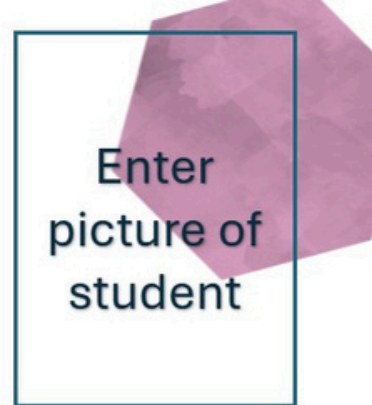
Parent- Teacher Meeting - Template (Kindergarten)

Social and Emotional Development			
—	Well Developed	Developing	Beginning
Follows class rules and routines			
Demonstrates independence with simple hygiene			
Shares and takes turns			
Asks for help when needed			
Uses appropriate manners			
Engages in classroom experiences			
Expresses feelings appropriately			
Cleans up and packs away			
Takes care of personal belongings			

Gross Motor Development			
—	Well Developed	Developing	Beginning
Engages in physical activity			
Balances, climbs and moves with confidence			
Participates in movement, dance and games			

Picture of
favourite
thing to
do

'My favourite
thing about Kindy
is...



Student Name

Kindergarten- Semester 1, 2025

Teacher Name



Oral Language Development			
—	Well Developed	Developing	Beginning
Listens to and follows simple instructions			
Retells a personal experience			
Answers questions relating to a personal experience			
Actively participates during mat sessions			
Speaks clearly when interacting with peers and known adults			
Sustains a conversation with peers and adults			
Uses 4-6 words in a sentence			

Reading Development			
—	Well Developed	Developing	Beginning
Answers simple questions relating to a story, topic or picture.			
Recognises own name			
Engages in role play reading			
Retells a story			

Picture

Picture

Mathematic Development			
—	Well Developed	Developing	Beginning
Counts in order from 1 - 10			
Recognises numbers 1 - 10			
Demonstrates 1:1 Correspondence - counts collections of numbers up to 10			
Names and recognise 10 colours			
Names and match 2D shapes			
Copies and repeats a simple pattern			

Math
picture

'I can count to
.....'

Fine Motor Development			
—	Well Developed	Developing	Beginning
Holds and uses scissors correctly			
Cuts with control close to a line			
Uses a functional pencil grip			
Draws a self portrait			

Fine
motor
picture

'I am
..... handed'