



Dear Parents,

Enclosed is your child's Semester Two Report for 2015.

As a system we are now moving towards reporting against the Western Australian Curriculum for English, Mathematics, Science and History. This will be expanded over time to include other subjects as they are released.

As a result, for these subjects schools now use Achievement Standards and Judging Standards tools to assist in making decisions around grades. These can be found at the following site:

http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards

Our A-E scale has now also changed to reflect a move away from reporting against an overall standard or 'C' grade descriptor.

REPORTING REQUIREMENTS

The Western Australian Reporting policy can be viewed at the following site:

http://k10outline.scsa.wa.edu.au/Reporting_policy/Requirements

K	No formal reporting requirements
PP	Formal reporting for Mathematics and English only
Years 1-6	A-E grade allocated against end of year standards

THE A – E SCALE

The A-E grade scale summarizes the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding, and
- the range of skills that students working at that standard **typically** show.

A – E judgments will be made at the end of each semester.

Teachers exercise their professional judgment in light of supplied achievement and judging standards when monitoring students' progress and determining grades for reporting.

Grade	Brief description	Elaborated description
A	Excellent	The student demonstrates excellent achievement of what is expected at this year level
B	High	The student demonstrates high achievement of what is expected at this year level
C	Satisfactory	The student demonstrates satisfactory achievement of what is expected at this year level
D	Limited	The student demonstrates limited achievement of what is expected at this year level
E	Very Low	The student demonstrates very low achievement of what is expected at this year level

Teachers use a variety of methods, tools and resources to support them to assess student achievement; this may include, but is not restricted to:

anecdotal records, audio and visual recordings, checklists, marking keys, portfolios, records of test results, observation notes, annotated work samples, reflection sheets, diaries, scrapbooks, rubrics, sample assessment items and student / teacher journals.

'Point in time'

Teachers allocate grades based on *what is taught and achievement demonstrated up to that point*.

When determining a grade at the end of Semester One, teachers take into account the progress a student has made towards the achievement standard. To make this on-balance professional judgment, teachers:

- consider what a student can already do;
- consider the knowledge, understanding and skills covered up to that point in time;
- compare student achievement with the standards represented by each grade; and
- give the grade that **best matches** what a student has achieved in relation to the standard achieved so far. Whilst students may have strengths in particular aspects of a learning area an overall grade is still necessary

Expected progress is the maintenance of a grade.

If a student receives the same grade for two consecutive reports *they have made progress*.

Descriptors vs Comments

St Bernadette's use grade descriptors based on the Judging Standards rather than comments for English, Maths and Religion. The descriptor supplied for Mathematics and English reflect the various modes within the subject and thus sections may reflect different grades. As more Judging Standards are released these descriptors will become more detailed.

COMMUNICATION WITH PARENTS

It is our belief at St Bernadette's Catholic Primary School that

- Ongoing communication throughout the year is critical to ensure parents and caregivers are kept informed of their child's progress.
- It also provides an opportunity for parents to inform the school of any developments at home.
- Parents/caregivers should not be surprised when they receive information on their child's progress and achievement

In addition to formal reports, schools and teachers report informally in a variety of ways, including:

- information sessions about the teaching and learning program, timed to suit the needs of each student or year group;
- interim reporting, as considered appropriate by parents/caregivers and teachers;
- parent/caregiver-teacher discussions, that may include three-way conferences in which the students participate;
- telephone discussions between parents/caregivers and teachers and informal encounters and discussions;
- annotations in communication books/student diaries;
- letters, email and other forms of correspondence from teachers and schools to advise parents/caregivers about successes or concerns;
- student-directed reporting, in which students show how their knowledge, skills and understandings have developed through discussions or presentations of key achievements;
- select collections of annotated and referenced work samples as part of portfolio evidence;
- and responses to requests from parents for additional information.

I trust you will enjoy the celebration of your child's work in Semester Two.



Steve Gibbs
Principal