WHITFORD CATHOLIC PRIMARY SCHOOL

Assessment and Reporting Procedures

Reviewed 2026

1. Aims

To use a range of fair, valid, educative, explicit, and comprehensive assessment processes clearly linking learning, teaching and assessment to inform and evaluate the progress of student learning.

To ensure regular communication regarding student progress occurs between the school and parents/guardians, students, and young children.

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum Assessment and Reporting

2. Scope

These procedures apply to Pre-Kindergarten through to Year Six students.

Assessment of student learning is an integral part of the teaching and learning cycle at Whitford Catholic Primary School. Teaching staff at Whitford Catholic Primary School use data-informed evaluation to ensure whole-school and early learning planning is effective in meeting the learning needs of students.

The purpose of reporting, both formal and informal, is to communicate student achievement and progress, along with providing recommendations for future learning.

3. Definitions

Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students.

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

4. Procedures

Assessment

Assessment at Whitford Catholic Primary School is ongoing, fair, and educative and occurs in a variety of forms. Forms of assessment include;

- national and state assessments
- standardised assessments
- program based assessments
- teacher designed assessments

Assessments are undertaken throughout the year.

Formal assessments are scheduled and informal assessments occur regularly as required.

The assessment of student learning is used to inform whole school curriculum planning.

Reporting

At Whitford Catholic Primary School, we report to parents and carers in relation to the achievement of students in Pre-Primary to Year Six in terms of the Western Australian Achievement Standards.

Formal reporting is provided in Mid-Year and End of Year reports. The components of the formal report will meet the School Curriculum and Standards Authority standards for Pre-Primary to Year Ten: Teaching, Assessment and Reporting.

Informal reporting occurs throughout the year in a variety of ways including parent-teacher meetings, parent information sessions, and through ongoing academic feedback via the Seesaw digital platform.

Some students, including English as an Additional Language/Dialect (EALD), Students with Disabilities and other identified students, may receive additional support from Support Staff for Literacy and Numeracy, along with modifications to the other curriculum areas. In these instances, a student may have an Individual Education Plan (I.E.P.). Student progress and achievement may be reported in terms of the modified curriculum as outlined in the I.E.P.

Reporting to Parents Schedule

Throughout the Year	• Ongoing academic feedback via the Seesaw digital platform • Parent meetings and communication as required, initiated by teacher or parent
Term 1	• Parent Information Session • Term curriculum overview to outline subject area content • Parent teacher interviews • On-Entry (Pre-Primary Students)
Term 2	• Term curriculum overview to outline subject area content • Mid-Year reports (Pre-primary to Year 6) • Speech and Occupational Therapy Screenings (Kindy)
Term 3	• Term curriculum overview to outline subject area content • NAPLAN results (Year 3 and 5 Students)
Term 4	• Term curriculum overview to outline subject area content • End of Year reports (Pre-primary to Year 6)