



Student Assessment and Reporting Policy 2026

Version	Review Date	Date approved and published	Changes made	Author of Changes
7.	2028	May 2026	Format and font. Include reference to the 4 point scale for social development used in reports.	JM & Policies sub-committee

Introduction

This policy sits within the understandings and context of Steiner Education based on the pedagogical philosophy of Rudolf Steiner:

"The need for education, a sense of truth and a feeling of responsibility —
these are the three forces which are the very nerve of education."

Rudolf Steiner

At Yallingup Steiner School it is optimal and traditional for the Class Teacher to work with students for the duration of their primary years. This can advantage a student, by enabling teachers to identify learning deficits or gains, and to continue to track progress throughout the student's enrolment, in ways that might otherwise go unnoticed or be noticed much later in any year

Rudolf Steiner provided key insights relating to child development and education that have led to the pedagogical integration of studies within age-appropriate Main Lesson curriculum and delivery, the use of practice lessons for numeracy and literacy, and developing skills in handwork, music and art with students.

Steiner Education seeks the value of grading children only in ways that support positive self perception and motivation for engagement in learning activities.

Yallingup Steiner School seeks value in evaluation, the collective compilation of reflective data. Assessment and reporting at the school are informed by evaluation feedback. This policy provides a critical perspective in naming and exploring assessment and reporting procedures and practices, that sustains and develops the educational culture of the school, whilst also meeting accountabilities.

In all assessment and reporting practices, the welfare and care of students will hold priority.

Definitions

Assessment at its best is a dynamic and collaborative process of gathering information to form the most complete picture of a student's achievement and development in a way that will encourage and advance learning. Both formative and summative collections of data provide a wide scope for informed teaching practice.

Reporting is communicating to others the knowledge gained from assessing student learning and is done in a variety of ways.

Assessment and Reporting is reflective and supportive of the partnership, which exists between teachers, students and parents/caregivers.

Scope

This policy applies to all teaching staff at Yallingup Steiner School

Teacher Expectations and Responsibility

Assessment is only valid if it follows quality teaching. This policy is mindful that following AITSL Professional Standards for Teachers to be maintained, to support student success:

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content knowledge and organisation
- 2.3 Curriculum, assessment and reporting

- 3.2 Plan, structure and sequence learning programs
- 6.2 Engage in professional learning to improve practice
- 6.3 Engage with colleagues and improve practice

The Yallingup Steiner School Teaching, Learning and Assessment Cycle

1. Establish Content to be Taught (Australian Steiner Curriculum Framework (Teaching and Learning Programmes))
2. Plan for assessment - Ways and principles of assessment/Assessment schedule
3. Develop assessment tasks and marking indicators, access assessment support resources Administer and mark assessment tasks - establish common understandings.
4. Record results, collate evidence, share data, report, reflect and plan.

In addition to individual teachers' evaluation of their pupils, the school outlines an assessment schedule that is uniform for all students as they progress through their enrollment.

The schedule has been established to accompany and complement national standardisations such as NAPLAN and utilises standardised tests alongside the collection of moderated work samples to generate data.

The school utilises assessment tools founded on sound research that can be administered to students without undue stress, while providing useful feedback on student progress that can inform future planning.

Moderated tasks are designed collaboratively by school staff. Groups of teachers select the sample tasks which are administered to sample classes and then reviewed by at least three teachers to determine a marking scale applied to the samples for future teachers to reference.

The moderated tasks are intended to provide a comparison point over time that can help determine school performance and inform teaching.

The schedule is constantly under review by the College of Teachers and aims to be in close alignment with Steiner Education Australia curriculum standards and readily relatable to the School Curriculum and Standards Authority (SCSA) reporting regulations.

Teachers are encouraged to seek professional development relevant to contemporary assessment tools and to consider the needs of the enrolment cohort at any given time, especially if special needs are present.

Purpose and Quality of Assessment

1. Assessment and reporting is for teachers

To determine the level of understanding, skills and knowledge attained by students.

To determine specific learning needs and to programme accordingly.

2. Assessment and reporting is for students

Student success will be enhanced when assessment provides meaningful feedback.

Informing students of their progress enables them to set personal goals and evaluate their achievements.

3. Assessment and reporting is for parents/caregivers

To inform parents/caregivers about the curriculum, their child's progress and development and areas of strength and challenge.

4. Assessment and reporting is comprehensive, balanced and ongoing

Assessment can be formative, providing feedback to inform and enhance development of skills, knowledge and understanding.

Assessment can be summative, determining the overall development of concepts, skills, knowledge and understanding within a space of time.

5. Assessment and reporting is practical and systematic

Assessment and reporting consider student work habits and attitudes, their ability to collaborate and communicate and their understanding, skills and abilities across all learning areas.

The whole child is considered in an assessment and reporting profile.

Assessment and Reporting Procedures

1. Continuous Assessment

Continuous assessment can include self-assessment, work samples, reviews, checklists, continuums, conferences, main lesson-book reviews, standardised tests and more.

Continuous assessment can be presented in a variety of ways.

Continuous assessment across the curriculum is addressed throughout the year by class teachers and specialists.

2. Parent/Teacher Interviews

Opportunity for interviews is made possible twice per year after reports have been distributed. This is a time when parents/caregivers are invited to meet their child's classroom teacher to reflect on their child's development.

3. Class Meetings

Once per term parents/caregivers are invited to participate in class meetings with the class teacher.

At these meetings curriculum content and the social culture of the class will be discussed. These meetings may be structured as whole group or individual meetings.

4. Informal Meetings

Teachers may request to meet with individual parents/caregivers when necessary.

Parents are also invited to make an appointment to meet with teachers at any time, to discuss any important factors that may arise.

5. Individual Record Keeping

Teachers will keep their own comprehensive anecdotal notes, observation sheets, work samples, checklists and other evaluation records to enable and justify effective reporting and future programming.

6. Teacher Peer Collaboration

Teachers share and discuss information regarding learning assessments and child development at Faculty meetings and incidentally with relevant peers and support staff.

7. Written Reports

- Reports are sent home twice a year, in Terms 2 and 4.
- Written reports are legal documents reflecting and supporting student learning.
- Learning outcomes within subject areas are clearly and simply stated alongside achievement indicators on a 5-point scale.
- Where a student is provided an Individual Learning plan (ILP), achievements are recorded according to the child's specific learning objectives.
- Reports are a means of giving insights into the learning environment at a given time.
- Reports provide a shared and communicable insight into the learning journey of students, based on formative and summative assessment.
- A copy of each student report is kept on file at the school.

As required by the Schools Assistance Act 2008, for Non-Government Schools, the bi-annual reports:

- Use plain language and are readily understandable by each person responsible for the student.
- Give an accurate and objective assessment of the student's progress and achievement.
- Include an assessment of the student's achievement, against Australian Steiner Curriculum Framework standards.
- Are relative to the performance of the student's peer group at the school.
- Include, for all Phase One curriculum subjects, an assessment of the student's achievement as an equivalent five-point scale. (See Scaling Table and Sample Reporting Template overleaf).
- Includes a four point scale indicating each child's social progress

Scaling Tables

Achievement

WA Curriculum and Assessment Outline Grade	Yallingup Steiner School Equivalent Heading	Descriptor	Explanation
E	Emerging	The student demonstrates low achievement of what is expected for this year level.	The Student is experiencing difficulties and is likely to need, or continues to need, individualized help.
D	Consolidating	The student demonstrates partial achievement of what is expected for this year level.	The Student is beginning to grasp new knowledge and skills, but usually needs help to understand and requires regular practice.
C	Achieving	The student demonstrates at standard achievement of what is expected for this year level.	The Student is demonstrating knowledge and skills at the expected standard.
B	Highly Achieving	The student demonstrates high achievement of what is expected for this year level.	The student consistently demonstrates knowledge and skills and can apply to known situations.
A	Excelling	The student demonstrates very high achievement of what is expected for this year level.	The student consistently demonstrates extensive knowledge and skills and is able to apply to new situations.

Personal and Social Development

Semester:	Rarely	Sometimes	Usually	Consistently
Positive attitude towards self and other students				
Responds to requests				
Respects school and class rules				
Works co-operatively				
Participates fully				
Takes responsibility for personal belongings				
Plays co-operatively				

Standardised & Moderated Assessment Schedule

A schedule of yearly standardised and moderated assessments for each year group is available in the Yallingup Steiner School Policies and Procedures folder located on the Shared Drive.

Reporting to the School Board

In accordance with section 160(f) of the School Education Act 1999, the School Board is accountable for student learning.

To enable the Board to oversee the development and implementation of effective processes to plan for, monitor and achieve improvements in student learning, the Executive Committee will periodically present the following:

- Relevant information about student assessment, progress and support, linked to data from previous years and current and future school directions for learning.
- Confirmation of the timely provision of Semester 1 and 4 reports to parents, covering the required learning area for applicable periods.
- Discussion points comparing standards to previous years and possible future strategies to support continually improving and maintaining student learning opportunities.
- Information which might inform strategic planning for teaching and learning following NAPLAN or any other standardised testing period.