



CURRICULUM ASSESSMENT & REPORTING POLICY 2018 -2021

Policy Statement

The School Curriculum and Standards Authority (SCSA) require all schools to implement the Western Australian Curriculum and Assessment Outline to meet the learning needs of all students. This policy applies to Kambalda Primary School as a public school in Western Australia.

Kambalda Primary School will implement the Pre-Primary to Year 6 Western Australian curriculum in accordance with;

- The Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting
- The Principles of Learning, Teaching and Assessment detailed within the Western Australian Curriculum and Assessment Outline
- The Pre-primary to Year 10 Western Australian curriculum providing a coherent and comprehensive set of prescribed content and achievement standards which schools use to plan student learning programs, assess student progress and report to parents
- Year level syllabuses for English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages.
- The Western Australian syllabuses as they remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

NB: The Western Australian Curriculum and Assessment Outline replaces the Curriculum Framework.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject. At Kambalda Primary School Arts will be taught by the classroom teacher and will primarily be Visual Arts with Drama, Dance and Music being integrated across learning areas but will not be reported on through Reporting to Parents.

By 2018, all syllabuses, except Languages, will become part of the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the *Western Australian Curriculum and Assessment Outline*. Full implementation, including teaching, assessing and reporting by schools will be in place for all curriculum areas by the end of 2021.

CURRICULUM

Kindergarten Curriculum

The School Curriculum and Standards Authority are responsible for curriculum, policy advice and guidelines for all Western Australian schools from Kindergarten to Year 12. The Kindy program at Kambalda Primary School reinforces the theme of the Authority's Statement for Western Australia and the Guiding Principles for Western Australian schools outlined in the Western Australian Curriculum and Assessment Outline.

The Kindergarten Curriculum Guidelines draw on the Early Years Learning Framework (Commonwealth of Australia, 2009). The Guidelines assist learners to develop capabilities that encompass the knowledge, skills, attitudes and dispositions that support learners in the 21st Century. To be successful learners, children will be encouraged to be confident, creative problem solvers immersed in environments where multiple perspectives and ways of working are explored. The learning and development areas describe the breadth and depth of knowledge, skills, attitudes and dispositions for the Kindergarten year. Connections to the Pre-primary curriculum have been made so that teachers, parents and colleagues see the transitional yet continuous nature of learning across the early years.

The five learning outcomes of the Early Years Learning Framework (EYLF) aim to capture the integrated and complex learning and development of all children from birth to age five. They are:

1. **IDENTITY** - Children have a strong sense of identity
2. **CONNECTING and CONTRIBUTING** - Children are connected with and contribute to their world
3. **WELLBEING** - Children have a strong sense of wellbeing
4. **LEARNING and THINKING** - Children are confident and involved learners
5. **COMMUNICATING** – Children are effective communicators

Children's learning is not predictable and linear, so children will progress towards these outcomes in different ways and at different rates. At Kambalda Primary School our early childhood teachers strive to provide relevant learning opportunities for children that take into account diverse family, cultural, linguistic, school and community influences. They know that children draw on a wide range of knowledge, experiences, interests and skills that impact on the way they learn. Early childhood educators work within Kambalda Primary School policies and priorities, providing the best possible educational outcomes for their students.

Pre-Primary to Year 6 Curriculum

Staff at Kambalda Primary School will use the Scope and Sequence documents for their teaching, assessments and learning outcomes together with the Judging Standards.

The Judging Standards will guide staff to assess and report for accurate assessments and grades across the school and across all learning areas.

The Western Australian Curriculum identifies eight learning areas;

1. English;
2. Mathematics;
3. Science (including Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences);
4. Humanities and Social Sciences (including Civics and Citizenship, Economics and Business, Geography, History);
5. The Arts (including Dance, Drama, Music, Visual Arts);
6. Health and Physical Education;
7. Technologies (including Design and Technology, Digital Technologies); and
8. Languages.

Language Implementation

Kambalda Primary School will implement Indonesian as the chosen language in 2018. KETAWA – online Indonesian program is the chosen program as it will;

- be delivered by the classroom teacher
- provide a student-centred delivery model
- provide opportunities for online collaboration
- consist of a detailed teaching and learning guide including lesson plans, assessment tasks, written and visual texts, ICT tools and classroom materials
- provide for approximately 80 hours of instruction
- be assessed through Connect
- assist teachers to plan lessons that meet the specific needs of their students.

Generalist primary school teachers who deliver the course will have access to face-to-face online professional learning to support the use of the online program.

The Year 3 online Indonesian language program will be released in 2017. Programs for Years 4, 5 and 6 will be released during 2018.

Case Management

Students at Kambalda Primary School will be case managed by their classroom teacher and Principal or Deputy to monitor progress in English and Mathematics. Students are case managed if they are not making progress according to what is expected for their year level in either NAPLAN, On-Entry and/or MacqLit testing. Meetings and reviews will occur twice a term.

Individual Education Plans (IEPs) and Group Education Plans (GEPs)

At Kambalda Primary School students who are working at an 'E' grade through the School Reporting System, any student under the care of the Department of Child Protection or have been identified by Disability Resourcing System have an Individual Education Plan. Students who are working at a 'D' Grade will have a Group Education Plan to cater for their individual needs in the classroom (some students may have an IEP rather than GEP). If one of the above students is a Case Management student then the IEP can be taken from the Teaching and Learning adjustment. All Individual Education Plans need to be discussed with parents or guardians and signed by all stakeholders. Individual Education plans need to be reviewed at least once a term and all plans are to be completed on SEN Reporting to Parents. Students who receive Disability Resourcing will have a SEN report.

ASSESSMENT

Assessment is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning.

Assessment Principles:

1. Assessment should be an integral part of Teaching and Learning
2. Assessment should be educative
3. Assessment should be fair
4. Assessment should be designed to meet their specific purposes
5. Assessment should lead to informative reporting
6. Assessment should lead to school-wide evaluation processes

Assessment of the Western Australia Curriculum takes place in different levels and for different purposes, including;

- Ongoing formative assessment within classrooms for the purpose of monitoring learning and providing feedback; to teachers to inform their teaching and for students to inform their learning
- Summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- Annual testing of Year 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN is an important measure through which governments, education authorities and schools can determine if young Australians are meeting important education outcomes.

- The On-Entry Assessment program is an assessment **for** learning, rather than an assessment **of** learning. Conducting this assessment early in the year ensures that the teacher has information about the current skills and understandings of each child to assist in the planning and delivery of targeted learning programs that address the needs of each individual, especially those who may require early intervention or extension. Participation is **mandatory for all Pre-primary** students in public schools in Term 1. Participation is optional for Year 1 and 2 students and is at the discretion of the school Principal. The program is available during weeks 1 – 4 of Term 4 with participation being optional for all students.

Assessment Schedule

TERM 1				
		1	Peter Westwood: 1 Minute Test	1-6
SA Spelling Test	1-6	2		
PM Readers	New Students			
PLD Spelling Placement	1-6			
PLD Pre-Literacy Screening	PP			
		3	Read, Write, Say Test	K-6
On-Entry Testing	P & 1	4		
PLD Pre-Literacy Screening	K	5	MTS Online: Summative Test	P-6
		6		
		7		
Writing Moderation	1-6	8		
PLD Pre-Literacy Screening	K	9		
		10		
TERM 2				
		1	Peter Westwood: 1 Minute Test	1-6
PM Readers	1-6	2		
		3	Read, Write, Say Test	K-6
Writing Moderation	1-6	4		
PLD Spelling Placement	1-6			
PLD Pre-Literacy Screening	K			
PLD Pre-Literacy Screening	P			
PLD Pre-Literacy Screening	P	6		
REPORTS DUE TO OFFICE	K-6	7	REPORTS DUE TO OFFICE	K-6
		8		
		9		
		10		
TERM 3				
		1	Peter Westwood: 1 Minute Test	1-6
PM Readers	P-6	2		
*NAPLAN	3 & 5	3	NAPLAN	3 & 5
		4		
PLD Pre-Literacy Screening	K	5		
		6		
		7		
Writing Moderation	P-6	8		
SA Spelling	P-6			
		9		
PLD Pre-Literacy Screening	K	10		

TERM 4

PM Readers On Entry	P-6 1-6	1	Peter Westwood: 1 Minute Test	1-6
		2		
Writing Moderation PLD Spelling Placement PLD Pre-Literacy Screening	P-6 P-6 K	3		
		4		
		5	MTS Online: Summative Test	P-6
		6		
REPORTS DUE TO OFFICE	K-7	7	REPORTS DUE TO OFFICE	K-7
		8		
		9		
		10		

Kambalda Primary School has an assessment schedule for Literacy and Numeracy that is updated each year to reflect changes to programs or tests across the school.

REPORTING

Reporting is the process of communicating the outcomes of assessment to parents, carers and students. Reporting processes at Kambalda Primary School will be clear and transparent. Teachers will report informally about their students' learning and development in a variety of ways tailored to the needs of the family. The following formal reporting processes will take place:

TERM 1	Parent Information Session and 3 - Way Interviews
TERM 2	End of Semester Report
TERM 3	Classroom Learning Journeys
TERM 4	End of Semester Report

Pre-Primary to Year 6

Semester 1 & 2 classroom teachers will write a comment for English, Mathematics and General.

Specialist teachers will grade all students and decisions around comments will vary each semester and/or year according to the structure of the curriculum area taught by the specialist. This will be advised by the Principal.

- Refer to Reporting Schedule for Learning Area Assessments
- Attitude, Behaviour and Effort
- Overall teacher comment which includes information about their personal and social learning and school participation
- Attendance data
- Interview request box

Student Achievement

The Western Australian Curriculum defines the knowledge, skills, understandings and values that students need to learn.

Achievement in each Learning Area: Pre-primary – Year 2

Achievement within each Learning Area is reported by a tick against; Excellent, High, Satisfactory, Limited and Very Low. On each report boxes are shaded that show the overall learning area achievement. Each report has a page of explanatory notes informing parents of this information.

- | | |
|-----------------|---|
| A. Excellent | The student demonstrates excellent achievement of what is expected for the year level |
| B. High | The student demonstrates high achievement of what is expected for the year level |
| C. Satisfactory | The student demonstrates achievement of what is expected for the year level |
| D. Limited | The student demonstrates limited achievement of what is expected for the year level |
| E. Very Low | The student demonstrates very low achievement of what is expected for the year level |

Learning Area Effort

Demonstrates the effort within each Learning Area using a scale: Consistently, Often, Sometimes and Seldom.

Personal and Social Learning

Description of progress in personal and social learning using a scale: Consistently, Often, Sometimes, Seldom and Not Assessed.

Overall Attitude, Behaviour and Effort

The attitude, behaviour and effort demonstrated is shown on a scale: Consistently, Often, Sometimes, Seldom and Not Assessed.

Achievement in each Learning Area: Year 3 – Year 6

Achievement within each learning area is reported by a tick against a scale; (A – E) for each learning area. On each report boxes are shaded that show the overall learning area grade. Each report has a page of explanatory notes informing parents of this information.

- | | |
|-----------------|---|
| A. Excellent | The student demonstrates excellent achievement of what is expected for the year level |
| B. High | The student demonstrates high achievement of what is expected for the year level |
| C. Satisfactory | The student demonstrates achievement of what is expected for the year level |
| D. Limited | The student demonstrates limited achievement of what is expected for the year level |
| E. Very Low | The student demonstrates very low achievement of what is expected for the year level |

Learning Area Effort:

Demonstrates the effort within each Learning Area using a scale: Consistently, Often, Sometimes and Seldom.

Overall Attitude, Behaviour and Effort:

The attitude, behaviour and effort demonstrated is shown on a scale: Consistently, Often, Sometimes, Seldom and Not Assessed.

Kindergarten

TERM 1	Parent Information Session
TERM 2	End of Semester Report (Reporting To Parents)
TERM 3	Classroom Learning Journey
TERM 4	End of Semester Report (Reporting To Parents)

The following Learning Areas are commented on by the classroom teacher;

- Learning and Thinking – *Children are confident and involved learners*
- Communicating – *Children are effective communicators; plus*
- General comment

Learning Area Effort:

Well Developed	The child consistently demonstrates knowledge, skills or dispositions in this area.
Developing	The child often demonstrates knowledge, skills or dispositions in this area. They may require assistance at times.
Beginning	The child requires assistance to demonstrate knowledge, skills or dispositions in this area.

NB: Semester 1 & 2 2017 Kambalda Primary School trialled the implementation of the Reporting to Parents Kindergarten Report.

Reporting Schedule

		2018		2019		2020		2021	
		1	2	1	2	1	2	1	2
English	Reading & Viewing	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Writing	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Speaking & Listening	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
Mathematics	Number & Algebra	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Measurement & Geometry	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Statistics & Probability	1-6	P-6	1-6	P-6	P-6	P-6	P-6	P-6
Science	Understanding	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Inquiry Skills	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Biological Science	P-6		P-6		P-6		P-6	
	Chemical Science	P-6		P-6		P-6		P-6	
	Earth & Space		P-6		P-6		P-6		P-6
Physical Science		P-6		P-6		P-6		P-6	
Humanities & Social Science	History	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Geography	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Civics & Citizenship	3-6	3-6	3-6	3-6	3-6	3-6	3-6	3-6
	Economics & Business		5-6		5-6	5-6	5-6	5-6	5-6
The Arts (Visual Arts)	Making	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Responding	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
Health & Physical Education	Personal, social & community (<i>Health</i>)	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Movement & physical activity (<i>Phys. Ed</i>)	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
Technologies Digital Design & Technology	Knowledge & Understanding	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
	Processes & production skills	P-6	P-6	P-6	P-6	P-6	P-6	P-6	P-6
Language (Indonesian)	Communicating	3	3	3	3-4	3-4	3-5	3-6	3-6
	Understanding	3	3	3	3-4	3-4	3-5	3-6	3-6

Judging Standards

Judging Standards is a tool that will be used by teachers at Kambalda Primary School so that assessments and reports align with the rest of the state and ensures consistently across the year levels and for students from year to year.

The Judging Standards resources comprise three, interrelated components;

Grades, and or achievement descriptions: for describing student achievement for the purpose of reporting. Grades, and/or achievement descriptions, are not assigned for individual pieces of work.

Assessment pointer: for validating teachers' professional judgement when reporting against a five-point scale. The pointers are examples of evidence in relation to the achievement standard; should be used with the annotated work samples; and, exemplify what students may demonstrate rather than a checklist of everything they should do. In some learning areas, depending on what has been taught in the reporting period, teachers may refer to only a selection of the pointers in one or more of the subjects and/or contexts of the learning area.

Annotated work samples: for supporting teachers when reporting against the achievement standard; when explaining the differences between one students' achievement and another's; and, in implementing internal moderation practices. 'Moderation for Reporting focuses on those aspects of assessment where schools are required to be accountable for student performance and where it is important that teacher judgements are comparable. When undertaking moderation for reporting purposes, the emphasis is on broad classifications of student performance (e.g. reporting student performance in terms of grades or in terms of achieving the standard), and ensuring teachers have consistent interpretations of these broad classifications (*Western Australian Curriculum and Assessment Outline*, Assessment Principle 5-Assessment should lead to informative reporting).

The School Curriculum and Standards Authority are undertaking the development of annotated work samples that will align with the five point reporting scales provided in the assessment pointers. These will be published progressively on the Judging Standards website, following publication of the assessment pointers. **NB:** work samples will be provided to exemplify 'A' to 'D' grades, and practical/performance video samples will exemplify 'A' to 'C' grades only.

In the lead up to full implementation in 2018, the assessment pointers and annotated work samples will continue to be reviewed and enhanced in relation to their coverage of the achievement standard and the diversity of student work that can be used to provide evidence of student learning.

Parent-Teacher Interviews

The school will introduce the 3-Way Interviews for parent-teacher-student in Term 1 2018. Interviews when requested will occur throughout the year. All students on IEPs will have meetings to review plans.

The Principal or Deputy will be present at the initial IEP meeting and any other meeting with a parent that either the Principal/Deputy or teacher feels necessary.

Evaluation

This policy will be reviewed every two years to ensure it stays current and relevant.

Signatures

This policy was last ratified by the Kambalda Primary School Council in

October 2017