



# **CURRICULUM ASSESSMENT & REPORTING POLICY**

**2022 - 2027**

## 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.

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 be Visual Arts and Drama.

All syllabuses, are 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 is in place for all curriculum areas.

## 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 21<sup>st</sup> 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 (Biological, Chemical, Earth and Space, Physical);
4. Humanities and Social Sciences (Civics and Citizenship, Economics and Business, Geography, History);
5. The Arts (Dance, Drama, Music, Visual Arts);
6. Health and Physical Education;
7. Technologies (Design and Technology, Digital Technologies); and
8. Languages.

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

At Kambalda Primary School students who are working at a 'D' grade or below through Reporting to Parents, any student under the care of the Department of Child Protection or have been identified by Disability Resourcing System have an Individual Education Plan. Some students who are working at a 'D' Grade may have a Group Education Plan to cater for their individual needs in the classroom. All Individual Education Plans need to be discussed with parents or guardians and signed by all stakeholders. Individual Education Plans are to be reviewed at least once a semester and are to be completed on SEN Reporting to Parents.

## Notional Teaching Time Allocations (P-6)

	Hours per week over 40 weeks/year (based on 25 hour school week)	
	P-2	3-6
English	6	6
Mathematics	5	5
Humanities and Social Sciences (HASS)	2	2
Science	2	2
Health and Physical Education	2	2
Languages	0-2	2
Technologies	2	2
The Arts	2	2
Unallocated time	2-4	2
<b>Total Time</b>	<b>25</b>	<b>25</b>

*Note:*

*a) Decisions about the organisation and delivery of curriculum, including opportunities for integration, are best made at the school level.*

*b) Teachers are best placed to make professional judgements about the time taken for individual students to learn a body of knowledge, understandings and skills.*

# 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

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

### Years 1-6 2022

TERM ONE		
South Australian Spelling Test		
PM Readers (New Students) PLD Spelling Placement <i>p10</i> Writing Moderation Task (narrative)	2	Peter Westwood: 1 Minute Test
Writing Moderation/Brightpath	3	Read, Write, Say Test
On-Entry Testing - teacher discretion (Year 1)	4	
	5	Maths Essential Assessment
	6	
Writing Moderation Task (persuasive)	7	
PLD End Term 1 Review <i>p23</i>	10	
TERM TWO		
	1	Peter Westwood: 1 Minute Test
PM Readers Writing Moderation Task (narrative)	2	
	3	Read, Write, Say Test
Writing Moderation Task (persuasive)	7	
Writing Moderation/Brightpath	8 <b>Reports Due</b>	
PLD End Term 1 Review <i>p23</i>	10	
TERM THREE		
	1	Peter Westwood: 1 Minute Test
PM Readers Writing Moderation Task (information report)	2	
Writing Moderation/Brightpath	3	Read, Write, Say Test
PLD End Term 1 Review <i>p23</i> Writing Moderation Task (information report) date as T4	9	
TERM FOUR		
South Australian Spelling Test	1	Peter Westwood: 1 Minute Test
PM Readers Writing Moderation Task (narrative)	2	
On Entry Testing - teacher discretion (Yr 1)	3	Read, Write, Say Test
	5	Maths Essential Assessment
	7 <b>Reports Due</b>	

# PP 2022

TERM 1		
PLD Alphabet knowledge a) & b) weeks 1-3 PLD Blending CVD words a) & b) weeks 1-3	p 15 p 14	1
Writing Moderation Task (oral narrative/narrative)	2	Peter Westwood: 1 Minute Test
On Entry Testing weeks 3-6 Writing Moderation/Brightpath	3	Read, Write, Say Test
PLD Alphabet knowledge group 3 weeks 4-6	p 20	4
PLD Blending CVC Phonemic Group 3 weeks 4-6	p 14	5
PLD Segmentation of CVC Words weeks 4-6	p 20	6
Writing Moderation Task (persuasive)	7	
TERM 2		
	1	Peter Westwood: 1 Minute Test
Writing Moderation Task (oral narrative/narrative)	2	
	3	Read, Write, Say Test
PLD Alphabet... recognition Group 4 weeks 4-5 PLD Alphabet... recall & formation Group 4 weeks 4-5 PLD Decoding CVC words weeks 4-5	p 19 p 20 p 19	4
Writing Moderation Task (persuasive)	7	
Writing Moderation/Brightpath	8 Reports Due	
TERM 3		
	1	Peter Westwood: 1 Minute Test
Writing Moderation Task (information report)	2	
Writing Moderation/Brightpath PLD Spelling CVC Words & writing Tasks	p 28- 29	3
PLD Spelling CVC Works & Writing Tasks	5	
Writing Moderation Task (information report) date T4	9	
PLD Placement test ( <i>Phonic &amp; Sight Word sequence</i> ) Writing Moderation/Brightpath	p 10 10	
TERM 4		
South Australian Spelling Test	1	Peter Westwood: 1 Minute Test
PM Readers Weeks 2-4 Writing Moderation Task (oral narrative/narrative)	2	
On Entry Testing teacher discretion Weeks 3-6	3	Read, Write, Say Test
	5	Maths Essential Assessment
	7 Reports Due	

## Kindy 2022

TERM 1		
Kindy Assessment Tool (KAT) PLD Speech Development Screen p 6 PLD Semantic 4-year-old Pre-Test	2	Maths Essential Assessment
	3	Oral Counting assessment
	4	
	5	Read, write, say numbers
PLD Syllable Segmentation - Semantic scenes and questioning p 11	6	
Writing Moderation Task (oral narrative)	7	
PLD Pre-Literacy Screen - Syllable segmentation p 14	9	
TERM 2		
KAT?	3	Oral Counting assessment
	5	Assessment
PLD Pre-Literacy Screen - Verbalisation of initial phoneme p 14	6	
Writing Moderation Task (oral narrative)	7	
Writing Moderation/Brightpath	8 Reports Due	
PLD Pre-Literacy Screen - Verbalisation of initial phoneme p 14	9	
TERM 3		
KAT? Writing Moderation Task (oral narrative)	2	
Writing Moderation/Brightpath	3	Oral Counting assessment
PLD Pre Literacy Screen - Alphabet sound <i>recognition</i> & Alphabet sound <i>recall</i> & Formation Group 1 Letters p 15	6	
PLD Pre Literacy Screen - Alphabet sound <i>recognition</i> & Alphabet sound <i>recall</i> & Formation Group 1 Letters p 15	9	
TERM 4		
Writing Moderation Task (oral narrative)	2	
	3	Oral Counting assessment
PLD Pre Literacy Screen - Alphabet sound <i>recognition</i> & Alphabet round <i>recall</i> & Formation Group 2 Letters p 15	5	Maths Essential Assessment
PLD Pre Literacy Screen – Blending: onset & rime p 15	6	
	7 Reports Due	
PLD Pre Literacy Screen - Alphabet sound <i>recognition</i> & Alphabet round <i>recall</i> & Formation Group 2 Letters p 15	8	
PLD Pre Literacy Screen – Blending: onset & rime p 15	9	



# 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.

The child requires assistance to demonstrate knowledge, skills or dispositions in this area.

## SEN

SEN reporting is scheduled as per regular reporting at the end of Semesters One and Two. This is set up by the Principal for teachers to input objectives according to Individual Education Plans.

## Reporting Schedule

		Semester		
		1	2	
English	Reading & Viewing	P-6	P-6	
	Writing			
	Speaking & Listening			
Mathematics	Number & Algebra	P-6	P-6	
	Measurement & Geometry	P-6	P-6	
	Statistics & Probability	1-6	1-6	
Science	Human Endeavour	P-6	P-6	Biological Science, Chemical Science, Earth & Space Science and Physical Science each covered across the year as teacher plans
	Inquiry Skills	P-6	P-6	
Humanities & Social Science	History, Geography, Civics & Citizenship	P-6	P-6	History, Geography, Civics & Citizenship, and Economics & Business* covered across the year as per teacher plans
	Economics & Business	1-6*	1-6*	
The Arts	Visual Arts	P-6		Making, Responding, Skills & Processes covered across the year as per teacher plans
	Drama		P-6	
Health & Physical Education	Personal, Social & Community (Health)	P-6	P-6	Personal, Social & Community and Movement & Physical Activity taught all year
	Movement & Physical Activity (PE)	P-6	P-6	
Technologies	Digital Technology	P-6	P-6*	Design & Technology taught in one semester, Digital Technology taught in the other as per teacher plans*
	Design Technology	P-6*	P-6	
Language	Indonesian	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.

## **Parent-Teacher Interviews**

The school will conduct 3-Way Interviews for parent-teacher-student in Term 1. Additional 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.

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*Signatures*

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

**February 2022**