



Ratified by	Date available	Date Endorsed
Student Learning Committee	11 May 2016	8 June 2016
School Management Committee	11 May 2016	2 June 2016
Staff	11 May 2016	8 June 2016
School Board	10 June 2016	
Review Date	December 2016	

# CURRICULUM, ASSESSMENT AND REPORTING POLICY

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## 1 POLICY STATEMENT

The Department of Education, through public schools, implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 12, and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

<http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/curriculum-assessment-and-reporting>

## 2 POLICY RULES

Principals, in consultation with teaching staff, must develop school based assessment and reporting plans that:

- ☐ comply with the requirements of the School Curriculum and Standards Authority;
- ☐ assess and report achievement of each student from Kindergarten to Year 12 at the end of each semester; and
- ☐ comply with the *Curriculum, Assessment and Reporting Procedures*.

*The principal has the final authority to determine the content of the school based assessment and reporting plan.*

## 3 CURRICULUM, ASSESSMENT AND REPORTING PROCEDURES

### 3.1 CURRICULUM

Principals and teaching staff must deliver a curriculum:

- ☐ to all Kindergarten to Year 10 students that addresses their specific learning needs and is consistent with the requirements of the *Western Australian Curriculum*;
- ☐ ☐ that provides all students from Kindergarten to the end of the primary school years with opportunities to receive at least fifty percent of curriculum instruction in literacy and numeracy; and
- ☐ that provides all students from Kindergarten to Year 10 with the opportunity to participate in at least two hours of physical activity each week, during the school day, as part of the learning program.

#### **Guidance**

*The School Curriculum and Standards Authority determines the curriculum directions for Kindergarten to Year 12 education in Western Australia and provides direction for the development, accreditation and assessment of senior secondary school courses.*

*For Kindergarten to Year 10, the Western Australian Curriculum and Assessment Outline sets out the curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement.*

### 3.2 ASSESSMENT AND REPORTING

Principals, in consultation with teaching staff, must develop school based assessment and reporting plans that:

- comply with the requirements of the School Curriculum and Standards Authority for students in Pre-primary to Year 10;
- specify how principals and teachers will report achievement of each student from Kindergarten to Year 12 at the end of each semester, including the requirements that Department-endorsed reporting templates are used for Pre-primary to Year 10.

*Principals have the final authority to determine the content of the school based assessment and reporting plan.*

#### **Guidance**

*The requirements of the School Curriculum and Standards Authority for assessment and reporting plans include that principals and teachers:*

- *provide individual students with feedback on their learning;*
- *use student achievement information to inform planning for future learning programs;*
- *make judgments of student achievement in relation to expected standards;*
- *administer prescribed national, State and system assessments to students and distribute the associated reports to parents; and*
- *communicate with parents about student achievement and progress.*

*In Western Australia, the School Curriculum and Standards Authority is responsible for setting the standards of student achievement, and for the assessment and certification of student achievement according to those standards.*

# CURRICULUM, ASSESSMENT AND REPORTING POLICY

## ASSESSMENT AND REPORTING PLAN FOR BEACONSFIELD PRIMARY SCHOOL

### Mainstream Reporting

Year Level	Semester 1	Semester 2
Kindergarten	<p>Comments for <b>Literacy (English)</b> and <b>Numeracy (Mathematics)</b> using the Early Years Learning Framework as a guide.</p> <p><i>Whole performance comment</i></p> <p>No allocation of Grades</p>	<p>Comments for <b>Literacy (English)</b> and <b>Numeracy (Mathematics)</b> using the Early Years Learning Framework as a guide.</p> <p><i>Whole performance comment</i></p> <p>No allocation of Grades</p>
Pre-Primary	<p>Comments for <b>English, Mathematics and Science</b> using year level appropriate content from the WA Curriculum (<b>Semester 1</b>).</p> <p><i>Whole performance comment</i></p> <p>No allocation of Grades [use of descriptors]</p>	<p>Comments for <b>English, Mathematics and Science</b> using year level appropriate content from the WA Curriculum (<b>Whole Year</b>).</p> <p><i>Whole performance comment</i></p> <p>No allocation of Grades [use of descriptors]</p>
Year 1	<p>Comments for <b>English, Mathematics, Science and History OR one other achievement standard from HaSS</b> (Humanities and Social Sciences) using year level appropriate content WA Curriculum (<b>Semester 1</b>).</p> <p><i>Whole performance comment</i></p> <p>Allocation of Grades A - E*</p>	<p>Comments for <b>English, Mathematics, Science and History OR one other achievement standard from HaSS</b> (Humanities and Social Sciences) using year level appropriate content WA Curriculum (<b>Whole Year</b>).</p> <p><i>Whole performance comment</i></p> <p>Allocation of Grades A - E*</p>
Years 2, 3, 4, 5 and 6	<p>Comments for <b>English, Mathematics, Science and History OR one other achievement standard from HaSS</b> (Humanities and Social Sciences) using year level appropriate content WA Curriculum (<b>Semester 1</b>)<sup>1</sup>.</p> <p><i>Whole performance comment</i></p> <p>Allocation of Grades A-E*</p>	<p>Comments for <b>English, Mathematics, Science and History OR one other achievement standard from HaSS</b> (Humanities and Social Sciences) using year level appropriate content WA Curriculum (<b>Whole Year</b>)<sup>2</sup>.</p> <p><i>Whole performance comment</i></p> <p>Allocation of Grades A-E*</p>
<b>Other Curriculum areas: Year 1 to Year 6</b>		
<b>Classroom teacher</b> Health Education Technology & Enterprise	<p>Comment using outcomes from the Curriculum Framework.</p> <p>Allocation of Grades A-E*</p>	<p>Comment using outcomes from the Curriculum Framework.</p> <p>Allocation of Grades A-E*</p>
<b>Specialist Teachers</b> Visual Arts Music Physical Education	<p>Year 1, 3 and 5 comment using outcomes from the Curriculum Framework.</p> <p>Allocation of Grades A-E*</p>	<p>Year 2, 4 and 6 comment using outcomes from the Curriculum Framework.</p> <p>Allocation of Grades A-E*</p>

<sup>1</sup> The WA Curriculum requires teachers to teach the content as well as giving students as much time as logistically possible (a Semester) to demonstrate outcomes against the Achievement Standards.

<sup>2</sup> The WA Curriculum requires teachers to teach the content as well as giving students as much time as logistically possible (a Year) to demonstrate outcomes against the Achievement Standards.

## CURRICULUM, ASSESSMENT AND REPORTING POLICY

### Intensive English Centre (IEC) Reporting

<p><b>Interim Report</b></p> <p>For students transitioning from Phase 1 to Phase 2.</p>	<p>Comments for the individual strands of <b>English</b> using EAL/D progress maps. <i>Allocation of achievement as per the EAL/D Progress Maps</i></p> <p>Comments for <b>Mathematics using</b> appropriate year level content from the WA Curriculum.</p> <p><b>Science and History OR one other achievement standard from HaSS</b> (Humanities and Social Sciences) using appropriate year level content from the WA Curriculum.</p> <p><i>Whole performance comment</i></p>
<p><b>Exit Report</b></p> <p>For students transitioning to a mainstream school</p>	<p>Comments for the individual strands of <b>English</b> using EAL/D progress maps. <i>Allocation of achievement as per the EAL/D Progress Maps</i></p> <p>Comments for <b>Mathematics using</b> appropriate year level content from the WA Curriculum.</p> <p><b>Science and History OR one other achievement standard from HaSS</b> (Humanities and Social Sciences) using appropriate year level content from the WA Curriculum.</p> <p><i>Whole performance comment</i></p> <p><i>Where a student has attained at or above Level 5 on the EAL/D Progress Maps then a Grades A-E should be allocated*</i></p>
<p><b>Classroom teacher</b></p> <p>Health Education<sup>3</sup> Technology &amp; Enterprise<sup>4</sup></p>	<p>Comment using outcomes from the Curriculum Framework.</p> <p><i>Where a student has attained at or above Level 5 on the EAL/D Progress Maps then a Grades A-E should be allocated*</i></p>
<p><b>Specialist Teachers</b></p> <p>Visual Arts Music Physical Education<sup>5</sup></p>	<p><b><u>Exit Report ONLY</u></b></p> <p>Comment using outcomes from the Curriculum Framework.</p> <p><i>Where a student has attained at or above Level 5 on the EAL/D Progress Maps then a Grades A-E should be allocated*</i></p>

### Individual Education Plans

<p>Students identified as follows:</p> <ol style="list-style-type: none"> <li>1. Receiving additional funding for a DISABILITY through SCFM<sup>6</sup></li> <li>2. Aboriginal [information on Integris]</li> <li>3. Under the care of DCPFS<sup>7</sup> [information on Integris]</li> <li>4. Will be allocated an E Grade OR will not achieve the expected level on the EAL/D Progress Maps (should have been identified and placed on an Individual Education Plan during the term).</li> </ol>	<p>Reporting will be via SSEN report for whole report or part of a report.</p> <p><i>Note: Requires a child's IEP to be on SSEN system [available as part of the Reporting to Parents system].</i></p>
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<sup>3</sup> Requirement will change in the next 12 – 18 months as WA Curriculum Phase 2 is implemented

<sup>4</sup> Requirement will change in the next 12 – 18 months as WA Curriculum Phase 2 is implemented

<sup>5</sup> Requirement will change in the next 12 – 18 months as WA Curriculum Phase 2 is implemented

<sup>6</sup> Student Centred Funding Model

<sup>7</sup> Department of Child Protection and Family Services

### Parent Interviews

Please tick the box for Parent Interview for the following students:

- D or E grade
- Student attendance below 90%
- An issue with attitude or behaviour.

### General Comment (End of Report)

If a 'General Comment' is queried by a parent, teachers should be able to demonstrate that the comment is not based on just perception but is underpinned by evidence. Evidence may be in the form of student attendance information (eg. number of times a child is late), Behaviour information (Integris), Student surveys (how a child sees their effort, achievement etc).

It is important that teachers do not make judgements about student's home life or issues outside of their control.

### Additional Information

- Student Reports will be available to parents on the second last day of Term 2 [Semester 1 Report] and the second last day of Term 4 [Semester 2 report].
- On the afternoon after reports are available to parents, Beaconsfield PS will suspend classes after lunch so classroom and specialist teachers can meet with individual parents for a 10 minute interview [1.30-3.30pm].