

A photograph of four young children in a classroom setting. They are wearing green polo shirts and white aprons. Two children are wearing white chef hats. They are gathered around a table with a light blue typewriter. One child is typing on the typewriter. In front of them are several white cards with red borders, some featuring drawings and text. The background shows a bulletin board with various papers and a wicker basket.

CURRICULUM, ASSESSMENT and REPORTING

at Greenmount Primary School



Learning Side By Side

Rationale

Greenmount Primary School implements a curriculum to meet the learning needs of all students from Kindy to Year 6, and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCASA).

Definition

Curriculum is all the learning content which is planned. At Greenmount Primary School this is guided by the *Western Australian Curriculum and Assessment Outline*.

Assessment is the process of gathering information about students and their learning, and making judgements using the data gathered.

Reporting is the process of communicating the outcomes of assessments to parents, carers and students.

Policy

The requirements of SCASA for assessment and reporting plans guide the teachers at Greenmount Primary.

To this extent, teachers will:

- ✓ Use student achievement information to inform planning for future learning programs.
- ✓ Make judgements of student achievement in relation to expected standards.
- ✓ Administer prescribed national, state and system assessments to students and distribute associated reports to parents.
- ✓ Provide individual students with feedback on their learning.
- ✓ Communicate with parents about student achievement and progress.

Process

1. CURRICULUM

The Principal and teacher at Greenmount Primary will engage in whole school planning to ensure:

- Students are provided with a balanced curriculum using the *Western Australian Curriculum and Assessment Outline*.
- The emphasis in the early childhood is placed on the development of literacy and numeracy, social, emotional and physical wellbeing.
- A minimum 50% of curriculum time is devoted to developing literacy and numeracy skills through the teaching of English and Mathematics and integration with other learning areas.
- Students participate in a minimum of two hours of physical activity each week as part of the learning program.
- Music and the Arts are promoted through a variety of programs across the whole school.

2. ASSESSMENT

Teachers will incorporate a range of assessments to make on-balance judgements about a student's level of achievement and progress, guided by the Principles of Assessment:

- Assessment should be an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet a specific purpose
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

Through assessments, students are provided with the opportunity to demonstrate their knowledge, skills, understandings and abilities. A range of opportunities and strategies will be provided so that individual students can successfully complete the assessment task.

Assessment at Greenmount Primary School will:

- identify students' achievements and the extent of their progress in relation to the WA Curriculum
- assist with identification of students at education risk;
- provide students with feedback on their learning and allow them to set goals for their learning
- inform classroom and whole school planning, and reporting to parents

Assessment will include the collection of relevant data to inform school and classroom planning:

- National, state and system assessments (NAPLAN, On-Entry Assessment Program)
- Standardised assessments
- School-based assessments (Screening of Communication Skills – SOCS- Phonological Awareness screening, Soundwaves)
- Student, Parent and Staff Surveys
- Behaviour Management records
- Attendance records
- Nationally Consistent Collection of Data (NCCD)

And, to inform planning for individual students as required:

- On Entry Assessments, NAPLAN Reports
- Cognitive assessments
- Health records and reports including hearing/sight, speech, OT, physiotherapy, ASD etc.
- Documented Plans
- SAER records
- Parent meeting records
- Behaviour Management records

3. REPORTING

Teachers will report on the learning areas, their strands and sub-strands as outlined for each semester in Schedule A. Staff will be provided with a copy of Schedule A at the start of each year.

Reporting Methods

Parents/carers will be informed of their child's progress and achievement throughout the year in both informal and formal communications. These will include:

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| • | Term 1, Weeks 3-4 | Parent information Sessions |
| • | Term 2, Week 3 | Teacher/Parent Conferences
On Entry Assessment Parent Summary
Screening of Communication Skills (SOCS) Kindy |
| • | Term 2, Week 10 | Semester 1 Reports (PP - Year 6) |
| • | Term 4 | NAPLAN reports (Years 3 and 5)
Semester 2 Reports (K - Year 6) |
| • | As needed/ongoing | Meetings to develop Individual Education Plans (IEPs) |