



## Curriculum, Assessment, and Reporting Policy

### Aims

- A. To implement the Western Australian Curriculum requirements as mandated by the School Curriculum and Standards Authority (SCSA), and the Early Years Learning Framework (EYLF) by programming, delivering, monitoring, and reviewing balanced, authentic learning experiences and integrated educational programs that address the specific learning needs of all students.
- B. To assess and report student achievement in accordance with the established standards of SCSA and provide feedback to students on performance and progress.
- C. To utilise assessment data to develop school achievement targets to ensure students make satisfactory progress across learning areas and year groups and to inform and improve the teaching and learning cycle.
- D. To ensure parents are aware of their child's progress in achieving learning outcomes, their social development, and their general wellbeing at school.

### Scope and Application

This policy is available on the school website and applies to:

- A. Employees
- B. Parents/Carers
- C. Students

### Definitions

- A. **Achievement Descriptor** – describes student achievement in terms of a five-point scale and is used for the purpose of reporting student achievement.
- B. **Achievement Standard** – describes an expected level that the majority of students are achieving by the end of a given year of school. Meeting the achievement standard at a satisfactory level is described by a C grade.
- C. **Formal feedback** - structured feedback that takes place with reference to a specific curricular assessment task or goal.
- D. **Formative Assessment** – refers to any activity used as an assessment of learning progress before or during the learning process itself.
- E. **Informal feedback** – sharing of minor incidents, concerns and learning experiences on an ad hoc basis.

- F. Summative Assessment** – evaluates what students know or have learned at the end of the teaching, after all is done.
- G. Standardised Assessment** – a standardised test is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from a common bank of questions, in the same way, and that (2) is scored in a ‘standard’ or consistent manner, which makes it possible to compare the relative performance of individual students or group of students.

## Principles

- A.** All students will have access to relevant curriculum as mandated by the School Curriculum and Standards Authority (SCSA). Planning, assessment, and reporting will ensure the specific learning needs of all students are addressed.
- B.** The Western Australian Curriculum and Assessment Outline sets out the mandated knowledge, understandings, skills, values, and attitudes that Pre-Primary to Year 6 students are expected to acquire in the eight learning areas identified in the Melbourne Declaration on Educational Goals for Young Australians (2008), Principles of Learning, Teaching and Assessment, expected standards of achievement, and requirements for reporting on student achievement.
- C.** The Outline is informed by *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)* and the Australian Curriculum. The Outline includes non-mandated Kindergarten Curriculum Guidelines that draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.
- D.** Planning at Kerry Street Community School will ensure that mandated curriculum is implemented in line with the School’s Values and Philosophy and is approached in a holistic way covering all aspects of student development. Programming will support authentic learning experiences and integrated educational programs.
- E.** Whole school achievement targets are developed by the teaching staff in conjunction with the Principal based on regular review of quality data.
- F.** Student progress will be measured using prescribed and evidence-based assessments. Assessment data will be regularly reviewed to measure progress.
- G.** Student progress is reported to parents as mandated by the School Curriculum and Standards Authority (SCSA).

## Responsibilities

### A. Board

1. Write and update this policy in consultation with relevant parties.
2. Ensure curriculum, assessment, and reporting requirements are met.
3. Monitor the implementation and review of the School Improvement Plan.
4. Ensure the needs of all students are being addressed.

### B. Principal

1. Oversee the implementation of the Western Australian Curriculum as mandated by SCSA and EYLF, and ensure the specific learning needs of all students are addressed.

2. Ensure the *KSCS Values and Philosophy* are embedded within all aspects of the programs.
3. Seek input and review from parents through Whole School Meetings, Surveys, etc.
4. Facilitate the development of, and oversee the whole school planning, assessment, reporting, and review cycle and plans.
5. Oversee the regular development and implementation of a School Improvement Plan that is based on robust data and targets the specific needs of all students.
6. Support staff to plan, implement formative and summative assessments, interpret data, and respond to student need.
7. Analyse the results of prescribed and other Standardised Assessments and provide reports to the School Board and an Annual Report published on the School website.
8. Ensure that SCSA and EYLF standards for reporting are adhered to.
9. Monitor and support teachers in their reporting responsibilities to parents.
10. Be available for parents to discuss issues related to the progress and development of their child if not resolved with the classroom teacher.
11. Provide information of an individual student's achievement relative to the performance of the group if requested by parents.
12. Facilitate discussion and further development of this policy.

#### **C. Deputy of Teaching and Learning**

1. Support staff to implement formative and summative assessments.
2. Liaise with specialist teachers regarding curriculum reporting requirements and achievements.
3. Liaise with teachers to ensure assessment and reporting timelines are met.
4. Manage the formatting and compile and produce final report documents.
5. Collate Standardised Report data to produce reports for the Principal, staff, and the School Board.

#### **D. Classroom and Specialist Teachers**

1. Deliver curriculum that supports General Capabilities of the curriculum as well as targets achievement standards.
2. Participate in Collegiate mentoring, classroom walk throughs, planning sessions, and moderation sessions.
3. Adjust the learning environment and strategies to meet the needs of individual students, Strategic and Operational Plan objectives, School Improvement Plan priorities, and Key Improvement Areas of the Quality Improvement Plan.
4. Regularly review data on student achievement and make adjustments to curriculum delivery to meet the needs of individuals and the class.
5. Communicate student progress to parents through formal reports as required by SCSA and EYLF. Communicate with parents throughout the year through both formal and informal feedback to ensure they are well-informed about their child's progress and achievement.

6. Ensure timelines are met and parents receive reports twice yearly in accordance with SCSA guidelines.
7. Work in conjunction with admin staff to prepare and produce reports.
8. Meet with parents when requested to discuss any concerns.
9. Communicate regularly to parents regarding a student's progress whilst on an IEP.
10. Contribute to further development of this policy.
11. Review individual documentation twice a year (refer to Students at Educational Risk Policy)

**E. Support Staff**

1. Support teachers to implement teaching and learning programs and strategies.
2. Participate in Whole School Planning and Reviews.
3. Refer parent questions and concerns regarding student achievement to the relevant staff member.

**F. Administration Staff**

1. Provide administrative assistance to teaching staff to ensure resources are supplied and timelines are met for reporting requirements.
2. Maintain student records and files.

**G. Parents/Carers**

1. Provide all relevant information to the school about their child.
2. Be involved in strategies for assisting their child to learn and be engaged at school.
3. Participate in class and individual meetings as requested by staff.
4. Make an appointment to discuss any concerns with a student's classroom teacher.
5. Ensure that regular informal contact with a student's teacher is maintained.
6. Review end of semester reports.
7. Stay up to date with classroom projects and achievements through the review of newsletters, Educa posts and performances and exhibitions.

**H. Students**

1. Participate in all curriculum learning experiences.

## **Related Legislation**

- A. Australian Education Act 2013
- B. Australian Education Regulation 2013 (section 59)
- C. Curriculum Council Bill 2011
- D. Disability Discrimination Act 1992
- E. Disability Standards for Education 2005
- F. Education and Care Services National Regulations 2011
- G. Equal Opportunity Act 1984 (WA)

- H. National Education Agreement
- I. School Curriculum and Standards Authority Act 1997 (WA)
- J. School Education Act 1999 (WA)
- K. School Education Regulations 2000

## **Related Kerry Street Documentation**

- A. Procedures and Forms including:
  - 1. Curriculum Procedure
  - 2. Assessment Procedure
  - 3. Reporting on Student Achievement Procedure
  - 4. Methods of Reporting to Parents
- A. Policies including:
  - 1. Attendance Policy
  - 2. Behaviour Guidance Policy
  - 3. Bullying Prevention Policy
  - 4. Child Safety and Wellbeing Policy
  - 5. Communication Policy
  - 6. Concerns, Complaints, and Disputes Policy
  - 7. Duty of Care Policy
  - 8. Homework Policy
  - 9. Non-Discrimination and Anti-Harassment Policy
  - 10. Privacy Policy
  - 11. Records Management Policy
  - 12. Students at Educational Risk Policy
- B. KSCS Values and Philosophy
- C. Job Descriptions
- D. KSCS Codes of Conduct
- E. Student files
- F. Planning, assessment, and reporting templates

## **References and Resources**

- A. [Pre-primary to Year 10: Teaching, Assessing and Reporting Policy](#) - SCSA
- B. [Reporting on Student Achievement](#) – SCSA
- C. [Western Australian Curriculum and Assessment Outline](#) – SCSA
- D. [Belonging, Being, Becoming: Early Years Learning Framework](#) – ACECQA
- E. [Kindergarten and Pre-primary Statement](#) – SCSA

- F. [Principles of Learning, Teaching and Assessment](#)
- G. [Judging Standards](#)
- H. [Alice Springs \(Mparntwe\) Education Declaration](#)

## Contact Person

Enquiries relating to this policy should be directed to the School Principal or Board Chair.

## Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination.

## Review and Authorisation

- A. Policy created.
- B. Policy reviewed S2 2021.
- C. To be reviewed S2 2024.

## Revision History

Date	Revision	Detail
June 2021	V.1	New policy created – amalgamated the <i>Curriculum Policy</i> , the <i>Curriculum Planning and Review of Student Learning Policy</i> , and the <i>Reporting to Parents Policy</i> .
November 2021	V.1.1	Minor updates to policy. Procedure updated.