



Curriculum Assessment & Reporting

Wembley Downs Primary School



Curriculum Assessment and Reporting Policy

Rationale

Wembley Downs PS has aligned this policy to the:

1. Department of Education's Curriculum Assessment and Reporting Policy, from 20 October 2023;
2. The Government Authority of Western Australia School Curriculum and Standards Authority, Pre-primary to Year 10: Teaching, Assessing and Reporting Policy as well as the Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.

Department of Education's Curriculum Assessment and Reporting Policy:

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.

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

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

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

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.

Procedures from the School Curriculum and Standards Authority, Pre-primary to Year 10: Teaching, Assessing and Reporting Policy as well as the Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.

Curriculum

Wembley Downs PS will implement the Pre-primary to Year 10 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 *Outline*.

In relation to Kindergarten:

- Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school
- the Kindergarten Curriculum Guidelines guide educators to develop kindergarten curriculum for Western Australian children. It 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.

Assessment

Wembley Downs PS will:

- monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the *Outline*.
- develop and administer assessments in relation to the content of the Pre-primary to Year 10 Western Australian curriculum.
- ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard.
- develop processes to support all teachers in making valid and reliable judgements.
- use data from prescribed national and statewide assessments to inform teacher judgements about student achievement.

In addition, Wembley Downs PS will:

- provide individual students with feedback on their learning.
- use student achievement information to plan future learning programs.
- make judgements of student achievement in relation to the year-level achievement standard.
- administer prescribed national and statewide assessments.
- provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers.
- communicate with parents/carers about student progress and achievement.
- report to parents/carers for each student at the end of each semester.
- report to parents/carers with information relating to the development of other student attributes that influence learning.

Reporting

Wembley Downs PS will:

- use plain language to report to parents/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement standards – such reports will be provided:
- **formally**, in an end of semester report using a five-point scale. The components of the formal report will meet the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*

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- **informally**, throughout the year in a variety of ways and for a variety of reasons, and
- **as requested from the student's parents/carers**, providing information on how a student's achievement compares with the student's peer group at the school
- disseminate to parents/carers the reports from national and statewide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers.
- Please refer to the SCSA & Wembley Downs PS Reporting Schedule below for more specific information.
- Minimum requirements for comment writing: **General comment only.**
- Formal Interviews occur Term 2, Wednesday of Week 3, where the school is closed the whole day.

Learning area	Year level										
	P	1	2	3	4	5	6	7	8	9	10
English	R	R	R	R	R	R	R	R	R	R	R
Mathematics	R	R	R	R	R	R	R	R	R	R	R
Science	R	R	R	R	R	R	R	R	R	R	R
Humanities and Social Sciences	R	R	R	R*	R	R*	R	R	R	R	R
Health and Physical Education	R	R	R	R	R	R	R	R	R	R	R
The Arts	R**	R**	R**	R**	R**	R**	R**	R**	R**	O	O
Technologies	R***	R***	R***	R***	R***	R***	R***	R***	R***	O	O
Languages	O	O	O	R****	R****	R****	R****	R****	R****	O	O

R = required

O = optional

R* = Humanities and Social Sciences: this learning area incorporates History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.

R** = The Arts: this learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

- All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8.
- It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.
- In Years 9 and 10 the study of The Arts is optional.

R*** = Technologies: this learning area consists of two subjects: Digital Technologies and Design and Technologies.

- All students will study both Technologies subjects from Pre-primary to the end of Year 8 (within Design and Technologies: Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations). Students have the opportunity to study at least one of the contexts.
- Because Design and Technologies has contexts, it is desirable that schools provide students with the opportunity to engage with a range of contexts in Design and Technologies across Pre-primary to Year 10.
- In Years 9 and 10 the study of Technologies is optional.

R**** = Where possible, schools should provide Languages education from Pre-primary to Year 10. As a minimum, schools must offer:

- in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language, commencing with Year 3 in 2018 (extending to Year 4 in 2019, Year 5 in 2020 and Year 6 in 2021)
- in both Years 7 and 8, compulsory Languages education in a minimum of one language, commencing with Year 7 in 2022 (and Year 8 in 2023).

In Years 9 and 10 the study of Languages is optional.

The study of one of the Aboriginal and Torres Strait Islander languages is acceptable.

Recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of a foreign or Indigenous language.

Auslan is an acceptable alternative to the study of a language other than English.

Schools may offer a different language from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* (e.g. Arabic, Hebrew, Hindi, Korean, Modern Greek, Vietnamese, first or background language Chinese). Where schools offer a different language (or curriculum at a different level) from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* teachers will need to exercise their professional judgement in the adaptation of the Australian Curriculum, Assessment and Reporting Authority's (ACARA) curriculum or alternative syllabuses.

