CURRICULUM, ASSESSMENT AND REPORTING POLICY AND PROCEDURES

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RATIONALE

Hopetoun Primary School will deliver a curriculum to meet the learning needs of all students from Kindergarten to Year 6, and assess and report student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

DEFINITIONS

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background.

Assessment is the process of gathering information about students and their learning, and using the data gathered to make judgements about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.

Reporting is the process of formally and informally communicating student achievement to parents, carers and students.

PROCEDURES

1. Curriculum

Teaching staff will deliver a curriculum:

- to all Kindergarten to Year 6 students that addresses their specific learning needs and is consistent with the requirements of the Western Australian Curriculum and Assessment Outline
- that ensures all students are provided with opportunities to receive at least fifty per cent of curriculum instruction in literacy and numeracy
- that adheres to the school's set Operational Plans
- that follows the Principles of Teaching and Learning:
  - opportunity to learn
  - connection and challenge
  - action and reflection
  - motivation and purpose
  - inclusivity and difference
  - independence and collaboration
  - supportive environment

2. Assessment

Assessment is the process of gathering, analysing and interpreting quality data and information about student learning. To be valuable, assessment should be purposeful, systematic, ongoing and appropriate to the age and development of students.

Teaching staff will deliver assessments that follow the Principles of Assessment:

- Assessment should be an integral part of Teaching and Learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purpose
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

Teaching staff will use a range of assessment strategies and practices to make accurate judgements of student achievement in relation to expected standards, and plan for future learning programs. Assessment strategies and practices differ dependant on the phase of learning and individual student needs.

Teaching staff will use evidence from the following, to make judgements of student achievement in relation to expected standards, and plan for future learning programs:

- Hopetoun Primary School Whole-School Assessment Schedule
- Diagnostic Assessments such as 'cold' writing tasks, First Steps diagnostic tasks, class tests
- Formative Assessments such as teacher observations, class work samples, surveys, quizzes
- Summative Assessments such as 'hot' writing tasks, class tests, moderation tasks, class tests, presentations/speeches
- Mandated assessments such as On-Entry (State), National Assessment Program for Literacy and Numeracy (NAPLAN)
- ACER Progressive Assessment Tests (PAT)
- Documented Plans

Teaching staff will provide individual students with feedback on their performance from the following:

- Annotated assessment
- Comments on work samples
- Positive reinforcement
- Regular elaborated feedback
- Student/Teacher conferences
- Test results
- Rubrics
- Self assessment
- Goal Setting

During the assessment process, key stakeholders have the following roles:

Students will be responsible for:	Teachers will be responsible for:	Parents will be responsible for:
Demonstrating the Attitude, Behaviour and Effort expectations on a consistent basis to ensure optimal learning opportunities Reflecting on their learning, accepting feedback positively and setting goals for improvement Understanding and engaging the purpose and success criteria of learning experiences	Adhering to the School Curriculum and Standards Authority's Principles of Assessment Conduct formative and summative assessment to inform ongoing and timely judgments of student progress and achievement. Providing students with the purpose, success criteria and feedback during learning experiences	Ensuring their child attends school on a regular basis Participating in formal reporting processes so that they are adequately informed about the achievement and progress of their child Collaborating with teachers to support the development of documented plans and involvement in the case management process.

Understanding how they are going, how they know, and their next steps for improvement	Providing students with regular opportunities to reflect on their learning, their goals and next steps for improvement Demonstrating evidence regarding how each student is progressing and their next steps for improvement Engage parents as partners in the education of their child Communicating to parents on a regular basis regarding their child's progress	Actively engage with the class teacher in order to facilitate an effective teacher-parent partnership

3. Reporting

Reporting is the process of communicating the outcomes of assessments to parents/carers and students. Teaching staff will communicate with parents/carers about student achievement and progress using both formal and informal reporting.

Formal reporting includes:

Term	Report	Description
One	On-Entry Report	A standardised report generated for all Pre-primary students on completion of On-Entry Assessments.
Two	Semester One Student Report	An Education Department of Western Australia report that indicates achievement for all learning areas and provides information on student behaviour, achievement and effort. This report is emailed to all parents of Kindergarten to Year Six students.
Three	NAPLAN Report	A standardised report generated for all Year Three and Five students showing comparative performance data in Literacy and Numeracy.
Four	Semester Two Student Report	An Education Department of Western Australia report that indicates achievement for all learning areas and provides information on student behaviour, achievement and effort. This report is emailed to all parents of Kindergarten to Year Six students.

Formal reporting is complemented with ongoing informal reporting opportunities. Teaching staff use a range of informal reporting strategies including:
- Merit Certificates
- Telephone Calls/Emails
- Teaching/Parent Meetings - when initiated by teacher or parent or review of Documented Plans
- Work Samples
- Class Dojo Student Portfolio
- Classroom Learning Journey

Hopetoun Primary School Reporting Schedule:

HPS Reporting Schedule 2022 - 2025

Kindy Reporting Schedule

Report on the 5 Learning and Development Areas in Semester 1 and 2 using a checklist evaluation (i.e. beginning, developing and well developed).

Identity	Connecting and Contributing	Wellbeing	Learning and Thinking	Communicating
• Feels safe, secure, accepted and supported • Shows resilience, makes choices and organises self and belongings • Shows confidence in their own abilities and displays a positive self-image • Interacts with others with care, empathy and respect	• Participates in group activities • Shows respect for differences in others • Shows respect for the environment	• Demonstrates awareness of positive social and emotional wellbeing • Demonstrates knowledge and skills for healthy living • Participates in physical movement activities	• Demonstrates dispositions, skills and strategies for learning • Demonstrates knowledge of counting and patterns • Demonstrates knowledge of measurement concepts and simple shapes • Collects information, sorts and classifies shapes and objects	• Communicates for a range of purposes in Standard Australian English • Demonstrates knowledge of sounds in words • Listens and responds to a range of texts • Demonstrates knowledge of concepts of print and written symbols • Expresses ideas using a range of media - music, art and dance • Explores tools, resources and technologies

PP-Year 6 Reporting Schedule

West Australian Curriculum					
English	**Year Levels**	**2022**	**2023**	**2024**	**2025**
Reading and Viewing Writing Speaking and Listening	PP - Year 6	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2
Mathematics	**Year Levels**	**2022**	**2023**	**2024**	**2025**
Number and Algebra Measurement and Geometry Statistics and Probability	PP - Year 6	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2

Science	Year Levels	2022	2023	2024	2025
Chemical	PP - Year 6	Semester 1	Semester 1	Semester 1	Semester 1
Earth and Space		Semester 1	Semester 1	Semester 1	Semester 1
Biological		Semester 2	Semester 2	Semester 2	Semester 2
Physical		Semester 2	Semester 2	Semester 2	Semester 2
HASS	**Year Levels**	**2022**	**2023**	**2024**	**2025**
History	PP - Year 6	Semester 1	Semester 1	Semester 1	Semester 1
Geography	PP - Year 6	Semester 2	Semester 2	Semester 2	Semester 2
Civics and Citizenship	Year 3 - 6	Semester 1	Semester 1	Semester 1	Semester 1
Economics and Business	Year 5 - 6	Semester 2	Semester 2	Semester 2	Semester 2
Health	**Year Levels**	**2022**	**2023**	**2024**	**2025**
Personal, Social and Community Health	PP - Year 6	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2
Physical Education	**Year Levels**	**2022**	**2023**	**2024**	**2025**
Movement and Physical Activity	PP - Year 6	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2
The Arts	**Year Levels**	**2022**	**2023**	**2024**	**2025**
Visual Arts/Media Arts	PP - Year 6	Teach - Term 4	Semester 1	Teach - Term 4	Semester 1
Music		Teach - Term 2	Semester 2	Teach - Term 2	Semester 2
Dance		Semester 1	Teach - Term 2	Semester 1	Teach - Term 2
Drama		Semester 2	Teach - Term 4	Semester 2	Teach - Term 4
Technologies	**Year Levels**	**2022**	**2023**	**2024**	**2025**
Digital Technologies	PP - Year 6	Semester 1	Semester 1	Semester 1	Semester 1
Design and Technologies		Semester 2	Semester 2	Semester 2	Semester 2
Languages	**Year Levels**	**2022**	**2023**	**2024**	**2025**
Indonesian	Year 3 - 6	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2	Semester 1 and 2
	PP - Year 2	Depending on access to a specialist Language Teacher			

GUIDELINES FOR REPORTING

In Kindergarten, teaching staff will report on student achievement twice a year using the Department of Education's Kindergarten Reporting template. Reporting of student progress and achievement will reflect the [Early Years Learning Framework](#) and [Kindergarten Curriculum Guidelines](#).

For Pre-primary to Year 6, the Western Australian Curriculum achievement standards will describe expected achievement at each year level for each learning area. The Western Australian K-10 Curriculum is mandated and student achievement will be reported against the achievement standards for the year level of the student as outlined in WA Curriculum and Assessment Outline.

In Pre-primary to Year Two all learning areas taught will be assessed and reported on using system-based achievement descriptors.

In Year Three to Year Six all learning areas taught will be assessed and reported on using letter grades.

In all cases, teaching staff will provide parents/carers with prior knowledge of their child being awarded a D (limited) or E (very low) grade before receiving the student's formal report.

For Pre-primary to Year Six, teaching staff will provide a comment for students learning achievement and progress in Semester 1 and Semester 2 in English, Mathematics, and an overall General comment. A General comment outlines students personal, social and emotional achievements and progress.

For the remaining learning areas, teaching will provide a brief statement describing the content taught over a term or semester.

Letter Grade Achievement Descriptors:

A	The student demonstrates **excellent** achievement of what is expected for this year level.
B	The student demonstrates **high** achievement of what is expected for this year level.
C	The student demonstrates **satisfactory** achievement of what is expected for this year level.
D	The student demonstrates **limited** achievement of what is expected for this year level.
E	The student demonstrates **very low** achievement of what is expected for this year level.

The Friendology Program is a whole-school program used to explicitly teach social and emotional learning and behaviour expectations. Teaching staff will use this program to inform their judgements regarding student progress and achievement in these areas.

For Pre-primary to Year Six, formal semester reports will include:
- A teacher assessment of the student's attitude, behaviour and effort
- A description of the student's progress in personal and social learning written in the General comment section.