Moorine Rock Primary School

Curriculum, Assessment and Reporting (CAR) Policy

Last Reviewed 2012
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Policy Statement

At Moorine Rock Primary School we are committed to providing a balanced curriculum that maximises the learning opportunities for all students. We are dedicated to helping our students to achieve the outcomes described in the Curriculum Framework; and will regularly monitor, evaluate and report on each student’s achievement.

The following procedures set out the requirements and responsibilities for students and teachers and the expectations of parents necessary to achieve these goals.

Provide a Balanced Curriculum

The Curriculum Framework describes the knowledge, understandings, skills, values and attitudes that students are expected to acquire over the course of their schooling from Kindergarten to Year 12.

The K-10 Syllabuses provide guidance for teachers on what constitutes a balanced curriculum for students at different stages of schooling. Together with the Syllabus the staff will begin to explore and implement the Australian Curriculum (AC) throughout 2012, in preparation for transition in 2015.

Whilst all learning areas form part of a balanced curriculum, whole-school curriculum planning should recognise that the learning areas are not of equal importance at all year levels.

Priority Areas

- The emphasis in the early childhood years (K-3) is on the development of literacy; numeracy; social, emotional and physical well-being; and developing and nurturing positive attitudes to learning.

- In the middle childhood years (4-7) there is an emphasis on English and Mathematics and increasing engagement with the other learning areas, with a particular focus on science and the humanities and social sciences.

- Moorine Rock Primary School will allocate dedicated Literacy and Numeracy time every day to make sure priorities are being addressed. Students will be provided a minimum of 90 minutes for Literacy and 90 minutes for Numeracy in an uninterrupted block each day.

- All teachers are encouraged to develop and implement a quality Literacy Block which will endeavour to include, whole class learning, small group learning with Guided Reading, and individual activities. All Literacy learning should be structured around the gradual release of responsibility model (GRM) as defined by First Steps.

- Numeracy Block to be developed in conjunction with staff, focusing on the GRM as effective teaching strategies.

- All students at Moorine Rock Primary School will participate in a minimum of two hours of quality physical activity (as specified by department policy) each week, during the school day as part of student learning programs. This will be delivered through a quality daily fitness program at the beginning of each day and a weekly physical education program delivered to class.
Moorine Rock Primary School also endeavours to create and implement a range of specialist programs in 2012/2013 that will add value to the learning program across the whole school. These will include programs with a cross curricular focus both inside and outside of the classroom environment.

Purpose of Assessment

The main purpose of assessment is to enhance learning and enable the reporting of students’ achievement. Improving learning through assessment depends on five key factors:

- Providing effective feedback to students.
- Active involvement of students in their own learning.
- Adjusting teaching to take account of the results of assessment.
- Recognising the influence of assessment on the motivation and self-esteem of students,
- The need for students to be able to assess themselves and understand how to improve.

Assessment Practice

At Moorine Rock Primary School we:

- Issue a formal report for each student at the end of each semester using the Department of Education template for the Years 1-7

- Report each semester on student achievement of learning the outcomes within the requirements of a school based Schedule A.

- Report student achievement using student assessment and Performance Exemplars that illustrate the standards that earn an A-E grade. (A) Excellent, (B) Good, (C) Satisfactory, (D) Limited and (E) Very Low.

- Report on non-academic achievement as indicated by Attitude, Behaviour and Effort against scale of Consistently, Sometimes, seldom and Not assessed

- Record a personalized comment in the following areas:
  - Year 1-7: Mathematics and English
  - Year 7: SOSE and Science
  - Record an overall comment
  - Issue a formal report to all PP students at the end of Semester 1 and Semester 2 using the template developed by staff.
  - Issue a formal report to all Kindergarten students at the end of Semester 2 using the template developed by staff.

- Provide parents and students with an Interim Report and Work Sample Book in Term 1 and Term 3, indicating on a rating scale of 1-5 where students are in regards to achieving their learning goals.
## Whole School Assessment Schedule

### STUDENT PERFORMANCE DATA COLLECTION AND REPORTING SCHEDULE 2012

The following is a schedule of student assessment and reporting across the whole school.

<table>
<thead>
<tr>
<th>Week</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ongoing</td>
<td>Class Program Outcomes Assessment – ongoing (Running Records including PM Benchmarking)</td>
<td>Class Program Outcomes Assessment – ongoing (Running Records including PM Benchmarking)</td>
<td>Class Program Outcomes Assessment – ongoing (Running Records including PM Benchmarking)</td>
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<td></td>
<td>Class Program Outcomes Assessment – ongoing (Running Records including PM Benchmarking)</td>
<td>Communicating with parents</td>
<td>Communicating with parents</td>
<td>Communicating with parents</td>
</tr>
<tr>
<td>1</td>
<td>Development Days – review student achievement/ performance summary data (SAIS) to identify curriculum strengths and needs.</td>
<td>Development Days – review student achievement/ performance summary data (SAIS) to identify curriculum strengths and needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PrePrimary On Entry Assessment</td>
<td>NAPLAN Yr 3,5 and7 DATES TBA</td>
<td>WAMSE Testing TBA</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Easy Mark – Maths Test</td>
<td>IEP Review</td>
<td>IEP Review</td>
<td>IEP Review</td>
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<tr>
<td></td>
<td>ALL DATA TO BE ADDED TO STUDENT PROFILE IN STUDENT FILE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Parent 3-way Interviews all parents (post SIS Reporting)</td>
<td>Parent 3-way Interviews all parents (post SIS Reporting)</td>
<td>Use SAIS results</td>
<td>S.A. Spelling Test – A</td>
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<td></td>
<td>Dates for interviews may change in consultation with parents.</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>IEP Interviews and implementation to be finalized for all students requiring support.</td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>Dianna Rigg Levelling Test</td>
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<td></td>
<td>ALL DATA TO BE ADDED TO STUDENT PROFILE IN STUDENT FILE</td>
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<tr>
<td>8</td>
<td>Diagnostic Assessment:</td>
<td>SIS Reporting to Parents (in accordance with Schedule A).</td>
<td>SIS Reporting to Parents (in accordance with Schedule A).</td>
<td></td>
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<tr>
<td></td>
<td>PM Benchmark (results submitted for filing)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Work Samples Packages (Persuasive Writing, Comprehension, Handwriting, Maths, Science, SOSE) together with...</td>
<td>Work Samples Packages (Persuasive Writing, Comprehension, Handwriting, Maths, Science, SOSE) together with...</td>
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<tr>
<td></td>
<td>Student Achievement Profiles to parents.</td>
<td>Student Achievement Profiles to parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>K -Year 7 Reports</td>
<td>K -Work Samples</td>
<td>K -Year 7 Reports</td>
<td>K -Work Samples</td>
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</tbody>
</table>
Additional Formats of Teacher assessment

- Teacher made tests (written or oral)
- Standardized tests (Easymark)
- Interviews
- Work Samples
- Anecdotal
- Observation notes
- Rubrics
- Checklists
- Photographic and video evidence
- Peer and Self assessment
- Assembly and Open Classrooms
- Weekly Awards
- IEP and BMP documented plans and review meetings
- School Newsletter
Reporting to Parents

Teachers exercise their professional judgement when monitoring students’ progress and determining grades for reporting, consistent with the school’s assessment policies.

Teachers are also encouraged to use a variety of tools and resources to support them to assess student achievement. These include but are not restricted to annotated work samples; reflection sheets, diaries or scrapbooks; rubrics; sample assessment items; and student/teacher journals.

Teachers may use a variety of methods for recording assessment information, including anecdotal records; audio and visual recordings; checklists; marking keys; portfolios; records of test results; observation notes and Documented Plans (Individual Education Plans and Group Plans).

For students with disabilities or other identified learning needs it may be more appropriate to monitor their progress and achievements using individual education plans and other planning/monitoring tools.

There are a number of ways in which comparability between the judgements of teachers can be achieved. Some of these are:

- system exemplars of valid assessments, assessment guides and annotated student work samples that are indicative of student achievement;
- student work samples drawn from teachers’ own assessments;
- analysis of system assessment data;
- collaboration between teachers, within and across schools, to reach shared understandings about what is required for demonstrations of standards of achievement; and
- comparison with any available national standards.

In the pre-compulsory years, the format and style of reports can be determined by the school in consultation with parents.

Student achievement for each learning area is reported using the following descriptors.

- **A Excellent**
  The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.

- **B Good**
  The student demonstrates achievement that exceeds the expected standard.

- **C Satisfactory**
  The student demonstrates achievement at the expected standard.

- **D Limited**
  The student demonstrates achievement below the expected standard.

- **E Very Low**
  The student demonstrates achievement below the minimum acceptable for this year level.

In achieving the expected standard for each year level (C grade), the student has a sound knowledge and understanding of concepts and has achieved an adequate level of competence in processes and skills.
In addition, the Department’s formal report to parents includes teacher comments and an assessment against a core set of attitude, behaviour and effort attributes.

Parents should not be surprised when they receive information on their child’s progress and achievement. As such, in addition to formal reports, schools and teachers report informally in a variety of ways, including:

- information sessions about the teaching and learning program, timed to suit the needs of each student or year group;
- interim reporting, as considered appropriate by parents and teachers;
- parent teacher discussions, that may include three-way conferences in which the students participate;
- telephone discussions between parents and teachers and informal encounters and discussions;
- annotations in homework diaries and journals;
- letters, email and other forms of correspondence from teachers and schools to advise parents about successes or concerns;
- student-directed reporting, in which students show how their knowledge, skills and understandings have developed through discussions or presentations of key achievements;
- select collections of annotated and referenced work samples as part of portfolio evidence; and
- responses to requests from parents for additional information.

Methods of Reporting

Reporting to parents provides information on student progress and achievement of the outcomes of the Curriculum Framework.

The following formal reporting strategies will be available each year:

- Formal Report Semester 1 and Semester 2
- MSE & NAPLAN Results (Years 3, 5, 7)
- On Entry Assessment (Years PP & 1)
- School Annual Report
- District Director’s Report

In addition the following reporting strategies may be used to convey information to Parents/Caregivers throughout the year:

- Parent Meetings
- Planning/Progress Meetings
- IEPs, BMP’s and Review Meetings
- School Newsletters
- Telephone Contact
- Informal Chats
- Homework Books and Communication Logs
- Assemblies and Open Classrooms
- Work Sample Books and Portfolios
- Interim Reports
A decision about the methods of reporting for a particular year will be made at the commencement of each year by the staff at the school and will be endorsed by school council.

**Administrative Responsibilities**

**Principal Responsibilities:**
- Develop whole school curriculum plans, in collaboration with staff, to ensure all students have the opportunity to achieve all outcomes from the Curriculum Framework.
- Consult with staff each year regarding the Reporting process to be followed. (SIS)
- Provide opportunities for staff to be involved in Moderation Processes.
- Provide staff with Professional Development to enable them to use SIS to monitor and assess.
- Make NAPLAN and MSE data available to teachers and provide them with time to analyse the results.
- Report student achievement as part of the School Review process and use this information for School Improvement planning.
- Review School’s Assessment and Reporting Policy; together with the teachers.

**Teaching Staff Responsibilities:**
- Develop a teaching and learning program as outlined in the Curriculum Framework as the basis for planning, monitoring and assessment. (Learning, Teaching and Assessment).
- Plan assessments that are valid, fair, explicit, educative and comprehensive.
- Ensure students are aware of and prepared for system based assessment.
- Maintain accurate records of student achievement and assessment.
- Monitor student progress in all Learning Areas using SIS as per Schedule A.
- Follow the school's Data Collection Schedule.
- Be involved in Moderation Processes.
- Inform students and caregivers about academic and non-academic progress.
- Develop and regularly review SAER to ensure profiled students are being catered for.
- Report on Achievement Targets in Years 3, 5 and 7.
- Administer system assessments (NAPLAN and MSE) and provide Parents/Caregivers with their child’s results.
- Analyse NAPLAN and MSE data to inform and support judgments and planning.
- Monitor student progress and provide feedback to students and Parents/Caregivers which is comprehensive and understood by all.
- Inform Parents/Caregivers when issues of concern arise about the learning progress and achievement of their child.
- Provide all stakeholders with access to school achievement information.
- Provide 2 formal written reports per year which focus on the CAR Policy.
- Provide 1 formal Kindergarten and 2 Pre-Primary reports per year using the template developed by the staff.
Partnerships

Parents/Caregivers play an essential role in their child's learning and development. These partnerships are fostered in several ways:

- Parents/Caregivers are encouraged to contribute their knowledge about their children through parent-teacher meetings, communication books, parent-teacher discussions and letters.
- Parents/Caregivers are informed of school priorities and intended learning outcomes through Parent information meetings such as the P & C, teacher discussions, newsletters and School handbooks.
- Feedback from Parents/Caregivers on effective reporting strategies is sought from time to time.
- School Council endorses the School's Assessment and Reporting Policy.
Definitions

**Assessment**: is the purposeful, systematic and ongoing collection of information as evidence for the use in making judgments about student learning. Whether at the classroom, school or system level, assessment information should enable judgments to be made about students’ progress towards the desired outcomes in a way that is fair and contributes to continued learning.

**Principles of Assessment:**

VALID: Assessment should provide valid information on the actual ideas, processes, products and values expected of students.

EDUCATIVE: Assessment should make a positive contribution to student learning.

EXPLICIT: Assessment criteria should be explicit so that the basis for judgements is clear and public.

FAIR: Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

COMPREHENSIVE: Judgements on student progress should be based on multiple kinds and sources of evidence.