Connolly Primary School
An Independent Public School

Curriculum, Assessment & Reporting Policies & Procedures

Excellence • Learning • Innovation • Care
Our Objective
For every child to achieve their full potential by utilising our passion for learning, diversity, educational methods and innovation to make our school the first choice for parents.
# Curriculum, Assessment & Reporting – Roles & Responsibilities

The Principal will provide curriculum leadership, and has the final authority to determine the content of school curriculum, assessment and reporting plans.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Teaching</th>
<th>Assessment &amp; Reporting</th>
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</thead>
</table>
| **Teachers** | • Plan using the WA Curriculum and Assessment Outline.  
• Ensure planning is in line with the school's curriculum maps and Whole School Approaches.  
• Collaborate with peers to develop appropriate year level learning programmes. | • Teach the knowledge, skills and understandings outlined in the Western Australian Curriculum and Assessment Outline.  
• Use group work and differentiated curriculum to support the learning needs of students. | • Monitor student learning throughout the year.  
• Assess and maintain records of student progress against the appropriate Achievement Standards  
• Report student progress to parents, both formally and informally.  
• Administer whole school and systemic assessments as outline by the Assessment Schedule.  
• Participate in whole school, collaborative and individual analysis of student academic achievement data. |
| **Associate Principal (Curriculum)** | • Keep up to date with Department of Education Policies, and Schools Curriculum and Standards Authority (SCSA) guidelines.  
• Provide Curriculum Leadership within the school  
• Develop policy and procedures relating to curriculum, assessment & reporting.  
• Update Connolly PS curriculum documents as required.  
• Lead curriculum committee meetings, and liaise with cost centre managers. | • Up skill staff on the WA Curriculum, and assist in the implementation of best practice.  
• Assist teachers in the delivery of the Western Australian Curriculum (as required) | • Coordinate systemic and whole school assessment processes.  
• Lead Whole School analysis of student academic achievement data.  
• Lead curriculum committee review of current practices and programmes.  
• Establish formal reporting templates.  
• Report to the School Board on curriculum implementation and student academic achievement. |
| **Curriculum Committee** | • Review whole school curriculum planning and documentation.  
• Review curriculum implementation.  
• Encourage sharing of learning programmes in all learning areas on the S:Drive  
• Assist cost centre managers in the purchase and organisation of resources to support curriculum implementation.  
• Lead collaborative planning sessions. | • Model best practice.  
• Assist teachers in the delivery of the Western Australian Curriculum (as required) | • Lead moderation and “judging standards” within collaborative teams.  
• Review Connolly PS Assessment & Reporting Schedule.  
• Review of Common Assessment Tasks. |
| **Parents** | • Ensure students are ready for learning.  
• Provide students with the necessary materials to engage in and complete learning activities.  
• Inform teachers of anything which impact on student learning. | • Encourage student participation and learning.  
• Discuss and share in student learning. | • Read student reports and clarify points concerning student learning.  
• Meet with teachers to discuss student progress (as required). |
At Connolly Primary School we Plan, Teach, Assess and Report using the Western Australian Curriculum for English, Mathematics, Science, and Humanities and Social Sciences. These subjects will be supplemented by learning areas described in the Western Australian Curriculum Framework.

Teachers work as individuals, and as a member of a collaborative team. This includes planning collaboratively, sharing expertise, mentoring and coaching colleagues.

The pastoral care needs of our students are supported through the classroom learning programmes.

**Plan**
Teachers ensure the General Capabilities, as described in the Western Australian Curriculum and Assessment Outline, are explicitly addressed as part of regular learning programmes.

Teachers engage with and utilise the practices and strategies described in the Whole School Approach documents.

Our school utilises structures and processes to identify children at risk and respond to their needs. This includes adopting a case-management approach, supported by the administrative team, ensuring that each child reaches their capacity.

**Teach**
Teachers deliver learning programmes that use strategies and planning processes to address individual student needs, encourage participation in small group work and provide whole class instruction.

Teaching strategies support the development of critical thinking skills through the use of open-ended tasks and collaborative learning strategies.

**Assess**
Assessment is an integral part of the teaching cycle, and is an ongoing process. Student achievement is measured against the Year Level Achievement Standards, or against the ‘C’-Grade descriptors.

Additional assessment and moderation tasks are undertaken according to our school’s Assessment Policy and Schedule.

**Report**
Students receive quality feedback on their achievement and progress through a variety of age-appropriate strategies.

Reporting to Parents will include Interim and End of Semester Reports, School Open Nights and Parent/Teacher Interviews.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem 2, 2015</th>
<th>Sem 1, 2016</th>
<th>Sem 2, 2016</th>
<th>Sem 1, 2017</th>
<th>Sem 2, 2017</th>
<th>Sem 1, 2018</th>
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<td>English</td>
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<td>Implementation</td>
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<td>Curriculum Map</td>
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<td>Implementation of Curriculum Map</td>
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<td>Revision of Curriculum Map</td>
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<td>The Arts</td>
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<tr>
<td>Technologies</td>
<td>Development of ICT Skills Scope &amp; Sequence</td>
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<td>Development of Curriculum Map &amp; WSA</td>
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<td>Implementation of Curriculum Map</td>
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<td>Languages</td>
<td>Planning linked to WA Curriculum</td>
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<td>Additional</td>
<td>Development of 2016-17 Reporting Schedule</td>
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<td>Implementation of Reporting Schedule</td>
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<td>Development of 2018-19 Reporting Schedule</td>
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<td>Implementation of Reporting Schedule</td>
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Curriculum—
Whole School Approaches (WSA)

Rationale
Student learning is best facilitated through a progressive curriculum which requires consistency as students progress through their schooling. At Connolly Primary School, we believe that by ensuring there is a whole school approach towards the teaching and learning in key curriculum areas, we can better provide this consistency and maximise student engagement and learning.

Guidelines
There will be established Whole School Approaches (WSA) for the following subject areas:

- Literacy
- Numeracy
- Science
- Humanities & Social Sciences
- Health

The WSA documents will include links to Department of Education Policies and the Connolly Primary School Business Plan.

Each WSA document will outline:

- Our school beliefs and aims regarding the subject
- School & Classroom Organisation
- Key Performance Indicators
- Key Teaching Strategies
- Key Assessment Strategies

In addition, the WSA documents will outline:

- Expected Lesson Structures
- Focus elements of the Curriculum
- Content expectations

Teachers will engage with the WSA documents.

Teachers will ensure that their teaching programmes are in line with the WSA documents.

WSA documents will be reviewed annually by the curriculum committee.

Our Whole School Approaches assist our school in ensuring that we meet the following expectations set out by the Department of Education.

High Performance - High Care

Achieve school-wide agreement on strategies to increase consistency in teaching quality and practices.

Focus 2016

Increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation.

Use available authority and flexibility to shape distinctive school approaches to improving classroom practices.
Curriculum—
Extra-Curricular Opportunities

Rationale
Connolly Primary School is committed to providing all of our students with a wide variety of educational opportunities. Through participation in extra-curricular opportunities students can explore various interests and engage and interact with the wider school community.

Guidelines
Connolly Primary School will provide a range of extra-curricular opportunities for students. These will be linked to a curriculum area, and will have specific outcomes.
Students will be informed of all relevant extra-curricular opportunities as they become available.
While students will be encouraged to engage, participation in extra-curricular activities will not be mandatory.
Our school has the expectation that students who participate in extra-curricular activities will demonstrate appropriate behaviours. Should a student’s behaviour adversely effect the other participants, or reflect poorly on our school, he/she may have the opportunity removed.
Participation in extra-curricular activities is not considered an alternative to the main learning programmes or activities. Students selected or choosing to participate in extra-curricular activities during class times will be expected to complete any classwork missed.
All extra-curricular activities will be supervised by a member of staff, and any outsider providers are to have a valid Working With Children number.

Extra-Curricular Opportunities at Connolly PS
At Connolly PS, we are committed to ensuring the following extra-curricular opportunities are available for our students.

- Mathematics: Participation in the Australian Maths Competition
- Visual Arts: Exhibitions of Student Work
- Performing Arts: Instrumental Music Lessons, School Band, School Choir, Performance Opportunities
- Languages: Japanese Cultural Exchange Programme
- Community Participation: Fundraising for Charity
- Leadership: Student Leaders, Faction Captains

Additional opportunities may be available at different times throughout the year.
Assessment & Reporting

Rationale

The primary purpose of assessment is to enhance student learning. Assessment practice has a powerful influence on both the quality of teaching and learning. Assessment of students should enable all stakeholders to know what students can do, with or without assistance and what they can do individually or collaboratively.

Reporting to parents is a vital to the development and maintenance of the partnership between home and school. Reporting ensures that parents and students are well-informed regarding achievement and progress.

Assessment In Practice

At Connolly Primary School:

Assessment practices will be consistent with the Principles of Assessment outlined in the Western Australian Curriculum and Assessment Outline.

Students will be provided with ongoing feedback on their learning.

Staff will administer prescribed system assessments and common assessment tasks as outlined by school’s Assessment Schedule.

Assessments will be based on explicit criteria and identify specific skills and knowledge students have demonstrated.

Teachers will make judgements of student achievement in relation to expected achievement standards. This will be supported through the completion of moderation tasks throughout the year, to be selected by the collaborative teams.

Assessment of student achievement targets relating to Individual and Group Education Plans will be based on specific learning targets set as part of the planning process that reflect the individual student’s educational needs.

Using Assessment Data

At Connolly Primary School:

Assessment data will be used to determine the focus and purpose of the School Business Plan, operational plans, and classroom learning programs. These decisions will be demonstrably evidence-based.

Assessments will inform the student reporting process and occur within the context of the whole school approach to curriculum.

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 purposes.

Assessment should lead to informative reporting.

Assessment should lead to school-wide evaluation processes.
Assessment & Reporting

Assessment Methods

At Connolly Primary School, in addition to ongoing assessment of student progress within individual classrooms the following assessment programmes are undertaken by students:

<table>
<thead>
<tr>
<th>Assessment Programme</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Entry Assessment (OLI)</td>
<td>Pre-Primary - Year 2</td>
</tr>
<tr>
<td>NAPLAN Testing</td>
<td>Years 3 &amp; 5</td>
</tr>
<tr>
<td>KAT Comprehension</td>
<td>Kindergarten</td>
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<tr>
<td>RAT-R</td>
<td>Kindergarten - Year 1</td>
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<tr>
<td>PAT - R &amp; Language Conventions</td>
<td>Years 2-6</td>
</tr>
<tr>
<td>Off-Years NAPLAN Testing</td>
<td>Years 2, 4 &amp; 6</td>
</tr>
<tr>
<td>Numeracy Common Assessment Tasks</td>
<td>All Years</td>
</tr>
<tr>
<td>MTS Summative Assessment</td>
<td>Years 1 - 6</td>
</tr>
</tbody>
</table>

Reporting In Practice

At Connolly Primary School:

Reporting practices will be a regular part of the teaching and learning process.

Parents and students will be provided with regular information on academic achievement, progress and work habits.

Reporting will provide a basis for ongoing dialogue between staff, parents and students.

Reporting judgements will be made within the context of the Western Australian Curriculum and Assessment Outline, and the Western Australian Curriculum Framework K-10, in accordance with legislative requirements.

Moderation with peers will play a key role in the allocation of grades.

Formal reporting to parents will follow the schedule below:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Parent Information Session/Welcome Night</th>
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<tbody>
<tr>
<td></td>
<td>Interim Report (Student Attitude and Effort ONLY)</td>
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<tr>
<td>Term 2</td>
<td>Mid-Semester Report (Reporting to Parents)</td>
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<tr>
<td>Term 3</td>
<td>Open Night</td>
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<tr>
<td>Term 4</td>
<td>End of Year Report (Reporting to Parents)</td>
</tr>
<tr>
<td></td>
<td>NAPLAN Report (Years 3 &amp; 5 ONLY)</td>
</tr>
</tbody>
</table>