

**Curriculum,
Assessment and
Reporting
Guidelines**

OUR SCHOOL VISION

Koorana Education Support Centre is part of the Koorana Primary Campus which is an inclusive community where students work collaboratively in a rich learning environment to achieve their academic, social and emotional potential.

PURPOSE

We aim to foster an environment that is inclusive for all at our school. We believe that providing opportunities for students to access all areas of the curriculum is a vital part of their learning and we value the development of students across extra-curricular activities.

STRATEGIC DIRECTION

- Excellence in Teaching
- Excellence in Learning
- Positive Community
- Partnership
- Positive Healthy Community

RATIONALE

As part of the strategic direction of Excellence in Teaching and Learning, we require an effective collection, assessment and reporting policy to guide what data is collected and assessed as assessment provides important data on the breadth and depth of student learning. Assessment plays an important role in the process of learning and motivation. The types of assessment tasks that determines how students will approach the learning task ar will use.

Given the importance of assessment for student learning, we consider how to best measure the learning that we want students to achieve. Assessment integrates grading, learning, and motivation for students. Well-designed assessment methods provide valuable information about student learning. They tell us what students have learned, how well they learned it, where they struggled and help identify gaps in student learning. Assessment then becomes a lens for understanding student learning, identifying invisible barriers, and helping us to improve our teaching approaches.

Assessment is more than grading. It's about measuring the progress of student learning. Thus, assessment is a process of gathering data to better understand the strengths and weaknesses of student learning. In consultation with teaching staff, our school-based assessment and reporting plans:

- comply with the requirements of the School Curriculum and Standards Authority for students in Pre-primary to Year 6;
- specify how principals and teachers will report achievement of each student from Kindergarten to Year 6 at the end of each semester, including the requirement that Department-endorsed reporting templates are used.

Curriculum in WA K-10/Guiding Principles: Curriculum and Assessment Outline

The following Guiding Principles of the Curriculum in WA K-10/Curriculum and Assessment Outline help guide Koorana ESC's curriculum planning and implementation, assessment and reporting.

1. Western Australian Value of Schooling – these articulate what our school believes all students should value as a result of the programs they undertake.
 - a. Respect and concern for others and their rights
 - b. Pursuit of knowledge and commitment to achievement of potential
 - c. Self-acceptance and respect of self
 - d. Social and civic responsibility
 - e. Environmental responsibility

2. Students with diversity – we acknowledge that all students have a right to an education that is equitable and embraces diversity. We recognise that our students' education must be inclusive of their individual strengths and needs.

3. Principles of Teaching and Learning – we focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning.
 - a. Opportunity to learn – we acknowledge that all learning experiences should enable students to observe and practise the actual processes, products, skills and values that are expected of them.
 - b. Connection and challenge – we agree that learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
 - c. Action and reflection – we understand that learning experiences should encourage both action and reflection on the part of the student.
 - d. Motivation and purpose – we acknowledge that learning experiences should be motivating and their purpose clear to the student.
 - e. Inclusivity and difference – we understand that learning experiences should respect and accommodate differences between learners.
 - f. Independence and collaboration – we adopt a collaborative approach to providing learning experiences where students are

- encouraged to learn both independently and from and with others.
- g. Supportive environment – our school and classroom settings are safe and conducive to effective learning.

4. Principles of Assessment

- a. Assessment is an integral part of Teaching and Learning – our assessments provide information about fine changes in student learning related to specific aspects of their learning. They are carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.
- b. Assessment is educative – we ensure that our assessment practices are educationally sound and contribute to learning.
- c. Our assessments are fair and take into account the diverse needs of our students.
- d. Assessments are designed to meet their specific purpose – we collect information to establish where students are in their learning for summative (assessment of learning) and formative (assessment for learning) purposes.
- e. Assessments lead to informative reporting – we report at the end of each teaching cycle. Our reports provide an accurate summary of the formative and summative assessment information collected for each student.
- f. Assessment leads to school-wide evaluation processes – our school pays particular attention to teachers' qualitative and quantitative data and standardised test data to provide explicit information for our improvement targets.

5. Phases of Schooling – our students are immersed in a well-balanced curriculum with different priorities for different phases of schooling.

Policy Links and Requirements

Koorana Education Support Centre's Curriculum, Assessment and Reporting Policy is aligned to the Department of Education's Curriculum, Assessment and Reporting: Policy and Guidelines (February 2019). As such, the School adheres to the requirements stated in the Policy.

- Comply with the requirements of the School Curriculum and Standards Authority.
 - o In the case of students attending Koorana ESC, the requirements state: If there is a legitimate reason for a student to be following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), schools should negotiate and document any variation to the reporting of the student's achievement with the student

and her/his parents or carers. The School undertakes case conferences with parents, teachers, health professionals, the school psychologist, outside agencies (e.g. DSC, DCPFS, etc.) and other relevant stakeholders to produce an individual education plan for every student two times per year.

- Assess and report achievement of each student at the end of each semester.
 - Koorana ESC administers and uses data from prescribed system assessments in addition to the collection of more meaningful data on the achievement of IEP outcomes and objectives. The school uses Individual Curriculum Guides Data Checklists to track student progress over their years of schooling. This data and checklists are used to record student achievement information and to inform planning for future programs.
- Comply with the *Curriculum, Assessment and Reporting Procedures*

Curriculum

- Curriculum provision at Koorana ESC is based on whole-school curriculum planning carried out by all staff (teaching and non-teaching) and is described in the School's Business Plan and School's Operational Plans.
- All students are provided with opportunities to receive a minimum of fifty per cent of curriculum instruction in literacy and numeracy.
- All students are provided with opportunities to participate in a minimum of two hours of physical activity each week.
- All students have an Individual Education Plan which is created to ensure there is an appropriate curriculum for each child suitable to their individual needs.
- Individual Education Plans are devised at the beginning of each semester with input from students' families, health professionals, the school psychologist, outside agencies (e.g. DSC, DCPFS, etc.) and other relevant stakeholders. These IEPs include:
 - a minimum of 3 objectives each for English and Mathematics
 - priority objectives based on the students' immediate individual learning needs
- Teachers develop classroom plans each semester providing curriculum teaching and learning programs for each learning area with demonstrated links to the School's Business and Operational Plans.

Assessment and Reporting

- Students are assessed using a number of different diagnostic, formative and summative assessment tools, including but not limited to:
 - Bridge Assessment
 - Sounds Write placement testing at the beginning of each year
 - Letters and Sounds Phase one placement testing at the beginning of each year
 - Sandwell Early Numeracy Test (to be replaced in 2023 with JESC Math Assessment)
 - ROCC assessment
 - Curriculum Guides Data Collection Checklists at the end of each semester each year
 - Achievement of IEP outcomes and objectives at the end of each semester each year

- Information to parents and carers on student achievement is both regular and relevant and takes the form of:
 - Two reports (using the Department's SEN Reporting to Parents tool) each year at the end of each semester
 - Daily communication books and other means of regular contact to convey information on student work and achievement

COLLECTION, ASSESSMENT AND REPORTING SCHEDULE

Collection, Assessment and Reporting Schedule

All students to have an Individual Assessment Records File to store results of Whole Centre Assessments. **Assessment Blocks are weeks 5-7 every term**

Term	Weeks	Assessments	Responsibility/ Records
1	3-4	JESC Math Assessment – New Students only	All teachers
		Foundational Skills Assessment – New students only	All teachers
	4-5	Case Conferences	Teachers to take meeting notes and save in student files
		IEP development	Individual Teachers
	5-7	Sounds Write – Alphabet Code	All teachers
		Sounds Write – Phonemic skills	All teachers
		Letters and Sounds Phase 1	Teachers with phase 1 students
	8	IEPs sent home to parents	Teachers to save in student files.
	Ongoing	Individual classroom baseline data and checklists/records for IEPs	Teachers to Save in student files.
	Ongoing	Work samples being sent home via Seesaw. 1-2 per week	Teachers to post images/videos
2	5-7	JESC Math Assessment	All teachers
		Foundational Skills Assessment	All teachers with students requiring the assessment
		PAT Testing (when applicable – for students working higher than Year 2 Curriculum in Number Strand. (selected students)	Teachers of selected students
	7-8	Writing SENN Formal Reports	Individual Teachers
	10	Reports sent home to parents	Teachers to save in student files.
	Ongoing	Individual classroom baseline data and checklists/records for IEPs	Teachers to Save in student files.
	Ongoing	Work samples being sent home via Seesaw. 1-2 per week	Teachers to post images/videos

3	2-3	Case conferences to discuss Semester 1 reports/Semester 2 priorities	Teachers to take meeting notes and save in student files
	3-5	IEP development	Individual Teachers
	5-7	Protective Behaviours.	Protective Behaviour specialist teacher
		Writing Samples – Developmental Writing Continuum.	All teachers to collect samples
		ROCC	TBA
	6	IEPs sent home to parents	Teachers to save in student files.
	8	Moderating Writing Samples	Centre Developmental Writing Continuum Assessment Record
	Ongoing	Individual classroom baseline data and checklists/records for IEPs	Teachers to Save in student files.
	Ongoing	Work samples being sent home via Seesaw. 1-2 per week	Teachers to post images/videos
4	5-7	JESC Math Assessment	All teachers
		Foundational Skills Assessment	All teachers with students requiring the assessment
		PAT Testing (when applicable – for students working higher than Year 2 Curriculum in Number Strand. (selected students)	Teachers of selected students
	7-8	Writing SENN Formal Reports	Individual Teachers
	9	Reports sent home to parents	Teachers to save in student files.
	Ongoing	Individual classroom baseline data and checklists/records for IEPs	Teachers to Save in student files.
	Ongoing	Work samples being sent home via Seesaw. 1-2 per week	Teachers to post images/videos

All Assessment Data to be sent to the Deputy Principal by week 8 each term to be collated in whole school Data Assessment Folder.