



ST JEROME'S
PRIMARY SCHOOL

Teaching, Assessing and Reporting Information

2017

St Jerome's Primary School - Reporting Cycle 2017

Term One	Term Two	Term Three	Term Four
<p>Parent / Teacher Interviews (K - Yr 6) K - Yr 3 - Two Way Interviews Yr 4 - Yr 6 - Three Way Interviews K - Week 5 & Week 6 PP - Yr 6 - Week 9. Booked online via PTO.</p>	<p>Semester Report (PP - Yr 6) Extension Report Included. Released online via SEQTA - Wednesday, Week 10.</p> <p>Parent / Teacher Interviews (K) Two Way Interviews Booked online via PTO.</p>	<p>Parent / Teacher Interviews (PP - Yr 6) PP to - 3 - Two Way Interviews Yr 4 - Yr 6 - Three Way Interviews Booked online via PTO. K - Yr 6 - Week 9.</p>	<p>Semester Report (PP - Yr 6) Extension Report Included. Released online via SEQTA - Monday, Week 9.</p> <p>Development Profiles (K) Released online via SEQTA - Monday, Week 9</p>
<p>CAPs / IEPs (K - Yr 6) Semester 1 documents completed and shared with parents / guardians.</p>	<p>IEPs (K - Yr 6) Semester 1 Report completed and shared online via SEQTA.</p>	<p>CAPs / IEPs (K - Yr 6) Review of Semester 1 documents. Creation of Semester 2 documents completed and shared with parents / guardians.</p>	<p>IEPs (K - Yr 6) Semester 2 Report completed and shared online via SEQTA. Transition Meetings - Wk 7 / 8</p>
<p>On Entry Assessment Report (PP) Shared with parents / guardians as part of the interviews.</p>	<p>NAPLAN (Yr 3 & Yr 5) Completed online between 9 - 19 May.</p>	<p>NAPLAN (Yr 3 & Yr 5) Reports go home to parents / guardians.</p> <p>BRLA (Yr 3 & Yr 5) Completed online.</p>	<p>BRLA (Yr 5) Reports go home to parents / guardians.</p>
	<p>Speech Pathology Screening (K) By 'Talk the Talk' - all Kindergarten students and new students to PP.</p> <p>Community Nurse Screening (K) Undertaken by external provider - the parents / guardians and school are provided with information.</p>	<p>Work Sample Folders (K) Sent home to parents / guardians.</p> <p>ICAS Testing Reports (Yr 3 - Yr 6) Students who select to participate.</p>	

St Jerome's Primary School - Reporting Schedule - Semester 1 2017

Learning Area	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education	Religious Education						
English	Reading and Viewing Writing Listening and Speaking						
Mathematics	Number and Algebra Measurement and Geometry Statistics and Probability						
Science*	Science Inquiry Skills Science Content Understanding						
Humanities and Social Sciences*	Humanities Inquiry Skills Humanities Content Understanding						
Technologies - Design*	Not Reported	Knowledge and Understanding (encompassing Context) Process and Production					
The Arts - Music	Not Reported	Making	Making Responding				
The Arts - Dance	Not Reported	Making	Making Responding	Making Responding	Making Responding	Making Responding	Making Responding
Physical Education	Fine and Gross Motor Skills	Movement and Physical Activity					
Health	Personal and Social Development	Personal, Social and Community Health					
Languages	Not Applicable			Listening, Responding and Speaking	Listening, Responding and Speaking Viewing, Reading and Responding Writing		

* See Scope and Sequence further in the document.

St Jerome's Primary School - Reporting Schedule - Semester 2 2017

Learning Area	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education	Religious Education						
English	Reading and Viewing Writing Listening and Speaking						
Mathematics	Number and Algebra Measurement and Geometry Statistics and Probability						
Science*	Science Inquiry Skills Science Content Understanding						
Humanities and Social Sciences*	Humanities Inquiry Skills Humanities Content Understanding						
Technologies - Digital*	Not Reported	Knowledge and Understanding Process and Production					
The Arts - Music	Not Reported	Making	Making Responding				
The Arts - Visual Arts	Not Reported	Making	Making Responding				
Physical Education	Fine and Gross Motor Skills	Movement and Physical Activity					
Health	Personal and Social Development	Personal, Social and Community Health					
Languages	Not Applicable			Listening, Responding and Speaking	Listening, Responding and Speaking Viewing, Reading and Responding Writing		

* See Scope and Sequence further in the document.

Humanities and Social Sciences Scope and Sequence 2017

	Term 1	Term 2	Term 3	Term 4
Pre-Primary	Geography		History	
Year 1	History		Geography	
Year 2	History		Geography	
Year 3	Geography	Civics & Citizenship	History	
Year 4	History		Civics & Citizenship	Geography
Year 5	Geography	Civics & Citizenship	Economics & Business	History
Year 6	History	Economics & Business	Civics & Citizenship	Geography

Science Scope and Sequence 2017

	Term 1	Term 2	Term 3	Term 4
Pre-Primary	Biological	Physical	Earth and Space	Chemical
Year 1	Physical	Biological	Chemical	Earth and Space
Year 2	Biological	Physical	Earth and Space	Chemical
Year 3	Earth and Space	Chemical	Biological	Physical
Year 4	Earth and Space	Chemical	Biological	Physical
Year 5	Earth and Space	Chemical	Biological	Physical
Year 6	Earth and Space	Chemical	Biological	Physical

The Arts Scope and Sequence 2017

	Term 1	Term 2	Term 3	Term 4
Kindergarten to Year 6	Music			
Pre-Primary	Dance	Drama (Optional)	Visual Arts	Media Arts (Optional)
Year 1	Dance	Drama (Optional)	Visual Arts	Media Arts (Optional)
Year 2	Dance	Drama (Optional)	Visual Arts	Media Arts (Optional)
Year 3	Dance	Drama (Optional)	Visual Arts	Media Arts (Optional)
Year 4	Dance	Drama (Optional)	Visual Arts	Media Arts (Optional)
Year 5	Dance	Drama (Optional)	Visual Arts	Media Arts (Optional)
Year 6	Dance	Drama (Optional)	Visual Arts	Media Arts (Optional)

Technologies Scope and Sequence 2017

	Term 1	Term 2	Term 3	Term 4
Pre-Primary	Design (Context: Engineering Principles & Systems)		Digital	
Year 1	Design (Context: Engineering Principles & Systems)		Digital	
Year 2	Design (Context: Engineering Principles & Systems)		Digital	
Year 3	Design (Context: Engineering Principles & Systems)		Digital	
Year 4	Design (Context: Engineering Principles & Systems)		Digital	
Year 5	Design (Context: Engineering Principles & Systems)		Digital	
Year 6	Design (Context: Engineering Principles & Systems)		Digital	

St Jerome's Primary School Kindergarten to Year 6: Teaching, Assessing and Reporting Policy

Based on SCSA Document 2016/41979 - Released 13th June 2016

1. Policy Statement

The School Curriculum and Standards Authority (the Authority) requires all schools to implement the Western Australian Curriculum and Assessment Outline (the Outline) at www.scsa.wa.edu.au to meet the learning needs of all students.

2. Scope

This policy applies to all classes at St Jerome's Primary School from Kindergarten to Year 6.

3. Background

The Outline provided by the Authority is informed by Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) and the Australian Curriculum.

The Outline includes Kindergarten Curriculum Guidelines, but these are not mandated by the Authority because Kindergarten is a non-compulsory year of schooling.

The Outline sets out the mandated knowledge, understandings, skills, values and attitudes that Pre-Primary to Year 10 students are expected to acquire in the eight learning areas identified in the Melbourne Declaration on Educational Goals for Young Australians (2008), Principles of Learning, Teaching and Assessment, expected standards of achievement, and requirements for reporting on student achievement.

In Catholic schools there is a requirement as stated in the Religious Education Policy 2-B5 to teach Religious Education. Religious Education is the first learning area in the Catholic school curriculum.

As prescribed by the Authority, St Jerome's Primary School provides this policy to clearly articulate our policy of teaching, assessing and reporting.

4. Key Terms

- Achievement descriptor - describes student achievement in terms of a five-point scale and is used for the purpose of reporting student achievement.
 - Achievement standard - describes an expected level that the majority of students are achieving by the end of a given year of schooling. Meeting the achievement standard at a satisfactory level is described by a C grade. Meeting the achievement standard at a higher level is described by an A (Excellent) grade or a B (High) grade.
 - Assessment - the process of gathering information about students and their learning, and using the data gathered to make judgments about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.
 - Authority - The School Curriculum and Standards Authority.
 - CAP - Curriculum Adjustment Plan.
 - Curriculum - the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background.
 - EYLF - Belonging, Being and Becoming: The Early Years Learning Framework.
 - IEP - Individual Education Plan.
 - Grade - describes student achievement on a five-point scale and is used for the purpose of reporting student achievement.
 - LAP - Learning Adjustment Plan.
 - Modified Curriculum - any documented variation to the Western Australian curriculum that a school negotiates with the student and her or his parents or carers in order to cater for the individual learning needs of the student. At St Jerome's Primary School this is a Curriculum Adjustment Plan (CAP), Learning Adjustment Plan (LAP) or Individual Education Plan (IEP).
 - Outline - Western Australian Curriculum and Assessment Outline.
 - Parent / Carer - in relation to a child, parent / carer refers to a person who according to the law has responsibility for the long-term care, welfare and development of the child; or for the day-to-day care, welfare and development of the child as defined in the School Education Act 1999.
 - Reporting - the process of formally and informally communicating student achievement to parents, carers and students.
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5. Procedures

5.1. Curriculum

5.1.1. Religious Education

St Jerome's Primary School will implement the Catholic Education Western Australia Religious Education Curriculum in accordance with the following guidelines:

- Catholic Education Western Australia Religious Education Policy (2-B5).

5.1.2. Pre-Primary to Year 6

St Jerome's Primary School 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 produced the Authority.
- the Principles of Learning, Teaching and Assessment detailed within the Outline.

5.1.3. Kindergarten

In relation to Kindergarten at St Jerome's Primary School:

- 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 Western Australian Kindergarten Curriculum Guidelines guide educators to develop kindergarten curriculum. Western Australian Kindergarten Curriculum Guidelines draw 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.

5.1.4. Modified Curriculum

Curriculum planning accounts for the needs of all students. This includes the enrolment of students with disability in regular classes, education support classes and education support schools. For some students, significant differentiation of the curriculum is required to cater for their individual learning needs. If there is a legitimate reason for a student to be following a modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, students for whom English is an additional language/dialect), schools negotiate any variation to the Western Australian Curriculum with the student and her / his parents / guardians, and document the decisions made (for example, a documented individual education plan and documented learning plan).

5.2. Curriculum Requirements

	Religious Education	English	Mathematics	Science	Humanities and Social Sciences	Health and Physical Education	The Arts	Technologies	Languages
Kindergarten	T & R	T & R	T & R	T	T	T	T	T	NA
Pre-Primary	T & R	T & R	T & R	T & R	T & R	H:T PE:T&R	T	T	NA
Year 1	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R	NA
Year 2	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R	NA
Year 3	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R
Year 4	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R
Year 5	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R
Year 6	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R	T & R

T & R = Taught and Reported via Written Reports | T = Taught, often through an integrated process | NA = Not Applicable

5.3. Assessment

St Jerome's Primary School 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 and Western Australian Kindergarten Curriculum Guidelines.
- 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.

5.4. Reporting

St Jerome's Primary School will report to parents / guardians as outlined in the Reporting Cycle.

5.5. Kindergarten Development Profiles

St Jerome's Primary School has a school-based development profile that is completed for all children in Kindergarten towards the end of Semester 2.

5.6. Written Reports for Pre-Primary to Year 6

5.6.1. Components of Written Reports for Pre-Primary to Year 6

St Jerome's Primary School will provide plain language reports to parents / carers of students in Pre-Primary to Year 6 at the end of each semester which:

- are readily understandable to those responsible for the student.
- give an accurate and objective assessment of the student's progress and achievement.
- include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the Outline.
- include, for subjects studied, an assessment of the student's achievement:
 - in terms of the grades A, B, C, D and E (or an equivalent five-point scale / achievement descriptor), clearly defined in terms of Western Australian achievement standards, and
 - in relation to the performance of the student's peer group when requested by the parent / carer.
- include information about the student's attitude, behaviour and effort.
- include a description of the student's progress in personal and social learning.
- include a general comment, as well as comments for Religious Education, English and Mathematics.

5.6.2. Achievement in Learning Areas

- For Pre-Primary, student achievement is reported using achievement descriptors and without letter grades.
- For Year 1 - Year 6, letter grades and achievement descriptors outlined below are used:

Letter Grade	Description
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.

5.6.3. Mid-Year Reporting

The achievement standards articulated in the Outline describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time are allocated an 'A' grade or 'Excellent' achievement, and students demonstrating satisfactory achievement are allocated a 'C' grade or 'Satisfactory' achievement.

5.6.4. Modified Reporting

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents / carers, schools report on a student's progress / achievement in terms of the modified curriculum.

St Jerome's Primary School use discretion in regard to the use of the ABLEWA Assessment Tool and the EAL/D Progress Map when monitoring and reporting on the progress / achievement of students with disability and additional learning needs and students for whom English is an additional language / dialect.

5.6.5. Lodgement with the Authority

When required, St Jerome's Primary School will submit to the Authority End of Semester Two achievement descriptors / grades for individual Pre-Primary to Year 6 students. Schools will be advised by the Authority about the timeline for submission of grades / achievement descriptors. If a subject is only taught in Semester One and not in Semester Two (e.g. a Visual Arts subject), the achievement descriptors / grades for individual Pre-Primary to Year 10 students will be submitted to the Authority at the end of Semester Two.

5.7. Parent / Guardian and Teacher Interviews

- Interviews will take place twice a year for Kindergarten to Year 6.
 - St Jerome's Primary School will accommodate one late night meeting per semester. These meetings will be held until 6.00pm. The School acknowledges that it is important to offer opportunities for working parents to attend meetings.
 - Kindergarten to Year 3 meetings will be 2-Way Interviews.
 - Year 4 to Year 6 meetings will be 3-Way Interviews.
 - All learning area workbooks need to be appropriately marked and dated and be available at each Interview.
 - Year 4 to Year 6 Interviews will have an element of personal student reflection on their own learning. This would be completed by the student before the interview and then discussed at the interview.
 - Interviews will be advertised to parents / guardians and they will be required to book an interview time with teachers.
 - Any important concern or issues raised during the interview needs to be recorded on SEQTA. If any referrals are made for further investigation by outside agencies a copy of this must be sent to parents / guardians via SEQTA. In this instance records in SEQTA should state; "Parents will...(e.g. have the child assessed by an occupational or speech therapist, see a developmental optometrist, see a psychiatrist, see a GP for ongoing referral to a paediatrician etc.)"
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6. Assessment and Feedback

6.1. Common Assessment Tasks (CATs)

- Year level and subject specialists will create CATs which are to be completed by all children, except those on a modified curriculum.
- These will form the basis of moderation discussions between teachers.
- CATs are to be clearly linked back to the Outline.
- It is acknowledged that CATs do not have to be written assessments, but can take multiple formats.

6.2. Plan, Teach, Assess Cycle.

- Diagnostic testing forms an important part of the Plan, Teach, Assess Cycle.
- Teachers use assessment to guide their planning.
- Planning then guides their teaching.
- In turn the knowledge and understanding developed by students is assessed.
- St Jerome's Primary School undertakes in depth analysis of NAPLAN as well as school-wide and statewide testing to evaluate trends of learning.

6.3. Guiding Assessment Documents

The guiding assessment documents outlined below are used by all year levels from Pre-Primary to Year 6 in 2017.

Learning Area	Guiding Assessment Documents
Religious Education	C-Grade Descriptors and Progress Maps (CEWA)
English	Assessment Pointers and Judging Standards (SCSA)
Mathematics	Assessment Pointers and Judging Standards (SCSA)
Science	Assessment Pointers and Judging Standards (SCSA)
Humanities and Social Sciences	Assessment Pointers and Judging Standards (SCSA)
Health and Physical Education	Assessment Pointers and Judging Standards (SCSA)
The Arts	Assessment Pointers and Judging Standards (SCSA)
Technologies	Assessment Pointers and Judging Standards (SCSA)
Languages	C-Grade Descriptors and Progress Maps (Curriculum Council)