



St Jerome's Primary School Curriculum Plan 2018

Part A - Observance of Registration

St Jerome's is a Catholic Primary School catering for approximately 708 students. St Jerome's is a triple stream school from Pre-Kindergarten to Year 6. Our ICSEA value is 1046. In addition to providing a sound academic curriculum, students have specialist lessons in Music, Italian, Health, Physical Education, Science, Library and HASS. A full time Reading Recovery Teacher and a full time EMU Teacher (Extending Mathematical Understanding) have provided learning support in 2017. In addition to this, we have two qualified teachers and one EA (Educational Assistant) who run a MiniLit and MultiLit Program at a combined FTE of 0.95. Education Assistants in K to 3 also provide support in classes with an increase in 2017 to full time EAs in each of the Year One classes. Supporting the Leadership Team are two Cluster Leaders PK to 2 and 3 to 6 and an IT Support Teacher at an FTE of 0.6 to support IT integration in the classroom and an additional FTE of 0.2 for IT Management. We also have a Learning Support Coordinator at an FTE of 0.7, who coordinates a team of EAs to support our students with Special Learning Needs across the school and a School Psychologist at an FTE of 0.4. In addition to this we have a Gifted and Talented Teacher at a FTE of 0.5 and we provide onsite Occupational and Speech Therapy Services.

St Jerome's is situated in an outer metropolitan location with a growing population. Many of the students are second-generation students of the school. The community has a wide diversity of cultural backgrounds, but families are primarily of European descent. Many families would have non-English speaking grandparents and for some parents, English is their second language.

Many families have fulltime working parents and we have the provision of OSH Club on site (before and after school care) to cater for these parents. Generally, our families value education and are supportive of the school. We have a strong P & F Committee. The community is faith based but not necessarily 'churched'.

The profile of our students is evident in the table below;

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
PK	35	0	4	0	0	0
K	88	0	2	0	1	2

PP	85	0	9	2	1	2
Year 1	81	0	4	18	1	2
Year 2	90	0	9	27	1	1
Year 3	91	0	6	27	4	4
Year 4	74	0	6	14	0	0
Year 5	77	0	10	10	0	5
Year 6	87	0	4	19	6	6

Part B – Curriculum

Curriculum in the school is governed by the requirements of the Western Australian Curriculum (SCASA). It has in place a clear schedule of Teaching, Assessing and Reporting. All learning areas are taught and assessed with the Western Australian Curriculum, including, English, Mathematics, Science, Humanities and Social Sciences, Technologies Learning Area, The Arts, Physical Education and Health. Each of these eight learning areas has a clear schedule for which strands should be taught and assessed in each term or semester from PP to Year 6. This schedule links directly to the reporting requirements for each learning area. Italian is currently taught in the school from Years 3 to 6 and is still taught in part using the pre-existing curriculum. Next year the school intends to teach Italian as the LOTE for PP through to Year 6 using the new Western Australian Curriculum. In addition to the SCASA Learning Areas, Religious Education is taught throughout the school. ABLEWA for students with special needs was introduced to the staff this year and teachers use this curriculum for planning for students with special needs on an IEP.

Religious Education as promulgated by the WA Bishops has priority in all planning. Within the normal hours of instruction, the minimum time allocation for the Religious Education Learning Area is Three Year Old Kindergarten and Kindergarten: Incidental 'God Talk' throughout the day. Pre-Primary: 15 minutes per day. Years 1-6: 30 minutes per day. All classes teach formal prayers and a St Jerome's Prayer Book has been developed with a scope and sequence of mandated prayers in each year level. Prayer occurs at the beginning of the school day, before lunch and before the end of the day. Each class from Pre-Primary to Year 6 prepares up to four liturgies or masses per year, to which families are invited. There is a whole school mass at least once a term. Liturgies and other catechesis activities including, liturgical singing and Christian service are essential for the effective evangelisation of students but are separate from the Religious Education program and not part of the time allocation. There is an emphasis on Meditation and the Making Jesus Real Program throughout the school.

Sacramental programs are Parish Based, Family Focused and School Supported. The Parish Priest meets with the students at the classroom level on a regular basis. Children in years 4 to

6 are offered reconciliation at least twice per year. Appropriate resources are made available for the Religious Education Learning Area. There has been an emphasis on the Gospel stories each week.

Teachers at St Jerome's adhere to the SCASA PP to Year 10 Teaching, Assessing and Reporting Policy. The assessment principles of Learning, Teaching and Assessment detailed within the outline are also adhered to. Reporting in the SCASA Learning Areas of English, Maths Science, Humanities, and Health and Physical Education was mandated in the PP Year in the Semester One Reporting Cycle this year.

Teachers at St Jerome's PS plan assess and report to parents through plain English reports in PP to Year 6 at the end of each semester. These reports give an accurate and objective assessment of the students' progress and achievement. The reports include for subjects studied, an assessment of the student achievement in terms of the SCASA Achievement Standards detailed in the outline, which give the progression, and pitch of the content to be taught and assessed.

Teachers use the Judging Standards and annotated work samples to moderate and assess student work and make an on-balanced A to E (or an equivalent 5 point scale) judgement. We use an evidence based approach and year level and subject specialists create Common Assessment Tasks (CATs) which are completed by all children, except those on a modified curriculum. These are clearly linked back to the outline and form the basis of moderation discussion between teachers.

The Early Years Learning Framework (EYLF) forms part of our Program Template for our junior primary teachers who are required to clearly indicate on their programs the link to EYLF. Our 3 Kindergarten Teacher has an overview each term, which specifies the three aims, five principles and eight practices that are covered in the term. Teachers in Kindergarten use the Kindergarten Curriculum Guidelines to program and highlight in their programs the aims, principles and practices of EYLF. Teachers in PP to Year 2 use the SCASA Curriculum and link their programs to the five principles of EYLF.

The Kindergarten Block has posters displayed in their area promoting EYLF and teachers in the junior primary classes promote and talk about EYLF at their Parent Information Nights every year. We find though that parents do not really connect well to the principles and practices of EYLF and next year we would like to explore ways that we can make more visible for parents the link between what is happening in the classroom and the EYLF.

Part C – Child Abuse Prevention

Professional Learning on the Code of Conduct was delivered to staff at the end of last year. At this time, a Staff Code of Conduct was developed under the banner of the 12 Conduct Statements. Once this was finalised all staff were required to sign a statement, which indicated that they agreed to abide by the Code of Conduct including office staff, groundsmen etc. and any regular outside support staff such as the onsite Speech Therapist and our Instrumental Music Tutors. The Staff Code of Conduct is now on our school website. We are currently in the process of reviewing our Policy for the Induction of Beginning Teachers and intend to embed the Staff Code of Conduct as a component of that process.

A Code of Conduct Committee was formed this year and a Parent Code of Conduct was developed. This reflects the Staff Code of Conduct under the banner of the 12 Conduct Statements however, the language used is more parent friendly with examples of how each conduct statement might look like in reality. The Parent Code of Conduct is also on our website. We are aware that a Student Code of Conduct needs to be developed, however we have not yet begun this work. We have set aside a whole school staff meeting for this later this year and hope to have the Student Code of Conduct in place for the beginning of next year. Currently students are not informed about the Student Code of Conduct though this is something that we would need to incorporate into the development of the Student Code of Conduct.

Our Health Specialist teaches a Protective Behaviours Curriculum in every year level from 1 to 6. It is a 10-week program taught in Term 3 of each year. Our Health Specialist Teacher has been trained by Protective Behaviours WA and uses this program. The school has committed financially to the program through the purchase of all the supplementary resources at each year level.

Information to parents about the Protective Behaviours Program occurs as our Health Specialist passes on an outline to class teachers on what she will be covering in the program and this in turn is communicated to parents through class teacher's home / school communication. The Health Specialist has also presented on the Protective Behaviours WA Program at one of P&F Meetings this year. In addition, the parish has run their own Protective Behaviours Workshop to which our parents were invited. The whole school runs the Friendly Schools Plus Program at the classroom level and there is a protective behaviours element in this program as well.

One of our teachers has attended the 'Keeping Safe Child Protection Curriculum' at CEWA and is thus our facilitator for this program. She will co-present a full day workshop for our staff at the end of this year. All staff members will be required to know the content regardless of whether they are teaching the program and will therefore be required to attend. This is not a stand-alone program but rather should be embedded into other WA Curriculum Learning Areas and frameworks such as EYLF. It is not a program that can be taught by our Specialist Health Teacher. It needs to be taught at the classroom level. On our PD Day teachers will need to work together to develop a map of the program content under the four strands of learning; Right to be safe, Relationships, Recognising and reporting abuse and Protective strategies, across the other learning areas clearly indicating the intentional learning. Parent information about the program is available but cannot be publicised until after the staff training.

Part D – Governing Body Accountability

We will review our strategic plan in 2018. We have engaged the services of Jeff Thorne of Thorne Consulting to take us through this process. We would like our next strategic plan to obviously fall under the LEAD Model of Learning, Engagement, Accountability, and Discipleship however as the School Strategic Plan gives us the long view we also need to identify and consider emerging challenges and new trends and opportunities in the future. Our Strategic Plan will give us the strategic priorities against which our future performance will be measured. In 2019, we will one of the select schools working with Lyn Sharratt on 'What successful schools do to improve literacy outcomes for all' and the 14 parameters adapted by Sharratt and Fullan, 2009, 2012, 2013) This will be reflected in our new strategic plan. During 2017, St Jerome's took part in the Cyclic Review Process therefore our next strategic plan will be informed by the recommendations of this process.

The Strategic Plan sets the goals, and the actions to achieve those goals, and then mobilises the resources needed to take those actions. Thus, our new Strategic Plan will also incorporate a Capital Development Plan. This Capital Development Plan also links to our QIP of the NQS. The Curriculum Plan each year outlines how well we are going as a school towards the achievement of the set goals of the Strategic Plan with the analysis of data as the means by which this judgement is made. The ASIP links directly to the Strategic Plan as each ASIP articulates which aspects of the Strategic Plan will be realised in the current calendar year. The ASIP articulates the strategies to achieve the targeted goals of the Strategic Plan followed by key success measures. These key success measures are in turn reviewed each year and reported upon in the annual Curriculum Plan which in turn informs the subsequent ASIP.

Each goal of the ASIP, which in turn is informed by the Curriculum Plan, has clear links to the Domains and Components of QCS. This year the staff examined the four Domains of QCS;

Catholic Identity, Community, Stewardship and Education. They worked in groups to examine and rate each of the components within these four Domains and consider goals specific to the component. This data will be drawn upon to develop the 2018 ASIP.

Part E– Standard of Education

The QIP was completed in 2015. It was reviewed by the Cluster Group in 2016 and 2017. As each Quality Area is reviewed by the Cluster Group progress notes are added to the ‘Key Improvements Sort’ in the QIP for each Quality Area. The principal’s audit was completed in March 2017.

Our key focus area for the current year has been Quality Area 2; Children’s Health and Safety and Quality Area 3; Physical Environment. In terms of the physical environment, we have added vegetable gardens to the PP and junior primary playgrounds and we have created a ‘spill out’ area outside each PP classroom allowing for ease in the flow of children indoors and outdoors. In terms of Children’s health and safety; we have completed professional development in Emotional Well-being and the Child Protection Curriculum.

Next year we intend to revise the QIP through a web-based platform that allows multiple users to access and update the schools Quality Improvement Plan from any device that has access to the internet. We will focus on three Quality Areas; Quality Area 1; Educational Program and Practice, Quality Area 5; Relationships with Children and Quality Area 6 Collaborative Partnerships with Families and Communities. We intend to use the CEWA Group and Individual Reflection templates as reflection tools to review these three quality areas.

Part F – Data Analysis

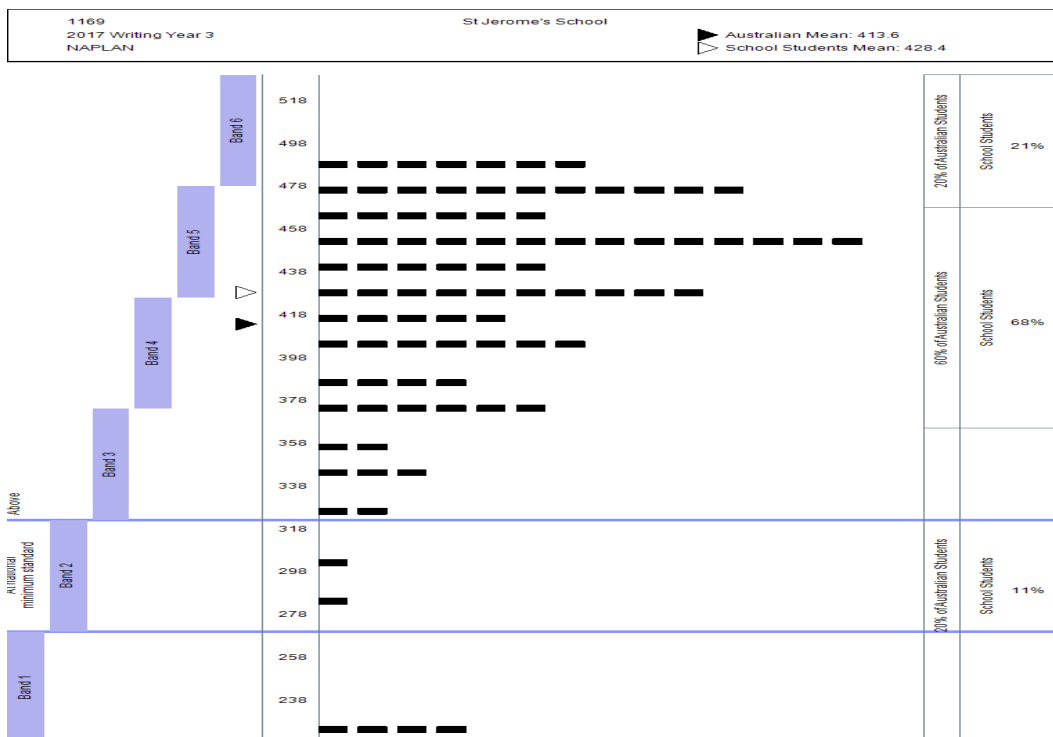
The analysis of student learning at the teacher level is ongoing throughout the year. For example teachers use the whole school standardised testing data at the beginning of each semester to identify students at educational risk in literacy or numeracy. Once students have been identified, comprehensive testing is carried out and based on this data a Curriculum Adjustment Plan or Individual Educational Plan may be put into place. A further example is the EYLND Data that is used by our RR and EMU teachers to make decisions about which students should be targeted for these programs and once in the programs to show growth. PP teachers (as students are developmentally ready) and Year 1 and Year 2 teachers assess IRLs on a 3 weekly cycle to track growth.

The leadership Team is responsible for the tracking of whole school data. The analysis of NAPLAN and BRLA data also occurs at this level. This is shared with staff annually and decisions about future foci in the school are based on this analysis.

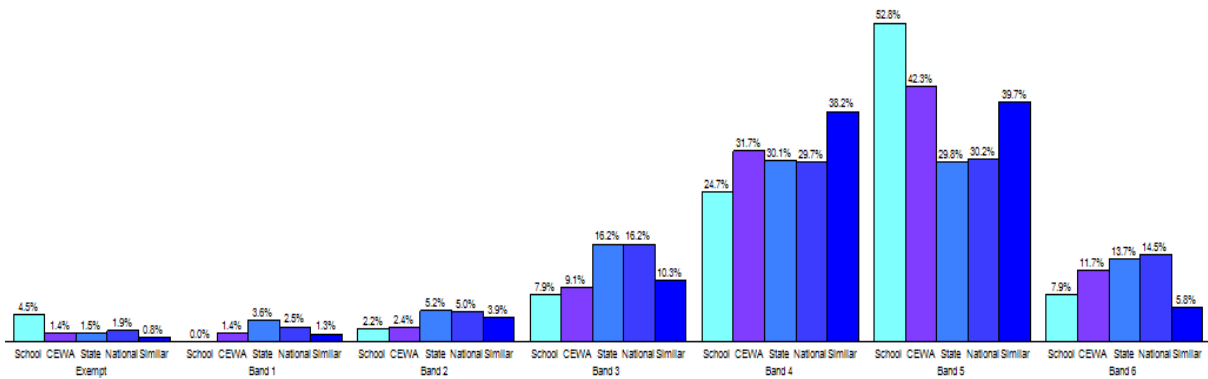
What is working and needs to be maintained:

Big Write and VCOP

Our Year 3 Writing Data is positive and indicates that we are well above the mean of all Australian students. The average Australian mean is 413.6 and our mean is 14.8 higher at 428.4. Our distribution is also positive indicating a higher proportion of students in the middle to high bands and a lower proportion of students in the lower bands.

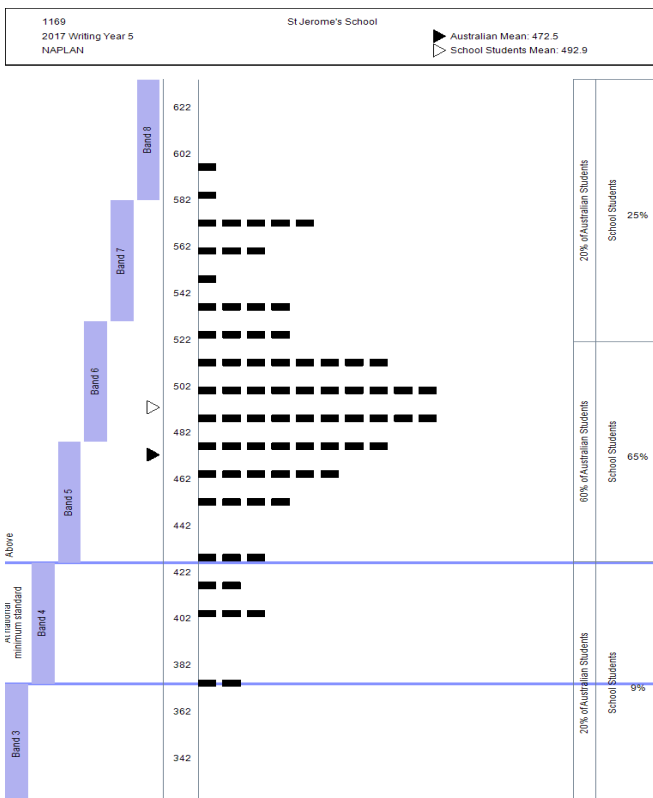


This is evident in our 2017 Year 3 bands distribution data. We can see quite clearly the higher proportion of our students in Band 5.



Our Year 5 data is equally as positive. This year indicating that, we are well above the mean of all Australian students. The Australian mean is 472.5 and our mean is 20.4 points higher at 492.9.

We also have a much lower proportion of students at or below minimum standard, 9% compared to the standard 20%.

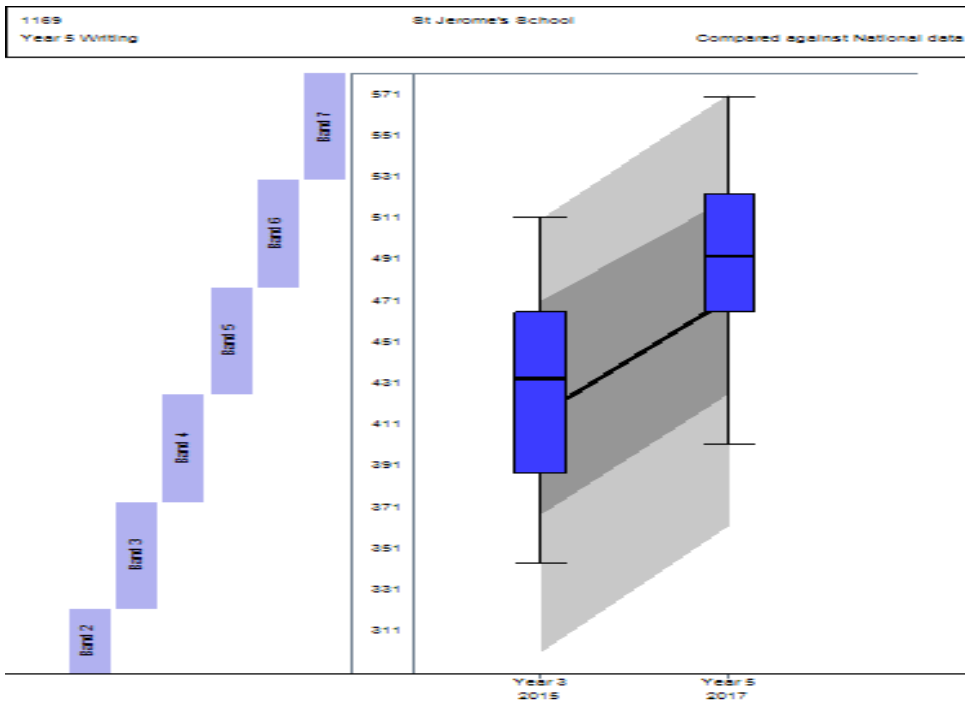


The table below indicates that compared to all Australian Schools our students at both year levels are performing as expected or better than expected.

St Jerome's Writing			
2017	Top 20%	Middle 60%	Bottom 20%
Year 3	21	68	11
Year 5	25	65	9

Over time our current Year 5 cohort demonstrated that they were above the mean of all Australian Schools in Year 3 and have maintained this in Year 5.

We feel that the introduction of Big Write and VCOP may be contributing to this growth and we would like to see this maintained into next year. We will introduce the program model of 'warm' and 'cold' writes next year. With a 'cold' write at the end of Terms 1 and 3. We have made the decision however not to use the Criterion Scales of this program for assessment but to use the NAPLAN Writing Marking Guide instead for assessment.

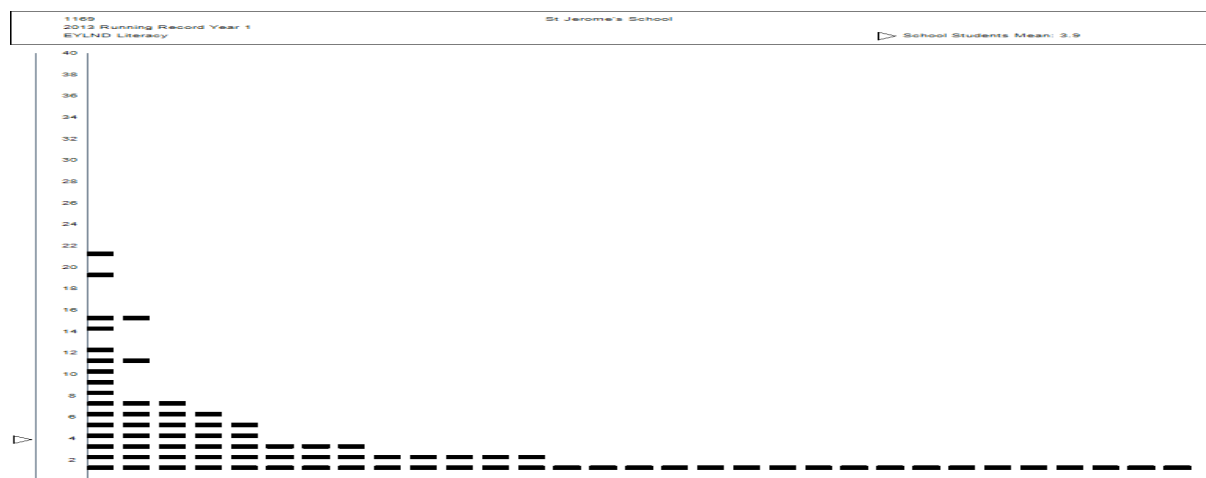


Focus on Instructional Reading Level Assessment

Over the last couple of years, we have had a focus on improving the reading levels of our students. In 2016 we introduced Take home readers in PP as students are developmentally ready. This is determined once students are able to successfully identify 80% of initial letter sounds then teachers complete an IRL on the student to establish a reading level. If the student can demonstrate instructional or close to then a reading book is sent home. The aim is to establish early reading

behaviours. We also work with teachers to analyse the OLI Data. If students achieved a progression point of 0.5 or above in the reading component then they are considered ready for formal reading. Finally, teachers begin guided reading sessions in PP for students who have achieved a progression point of 0.6 or above in the reading component and as students are developmentally ready as the year progresses.

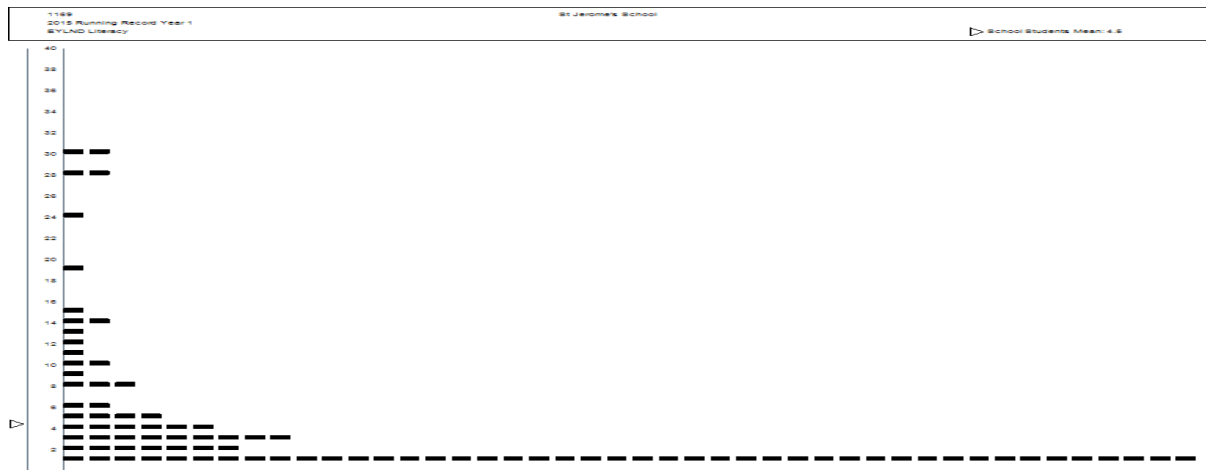
IRL for students entering Year 1 in 2013



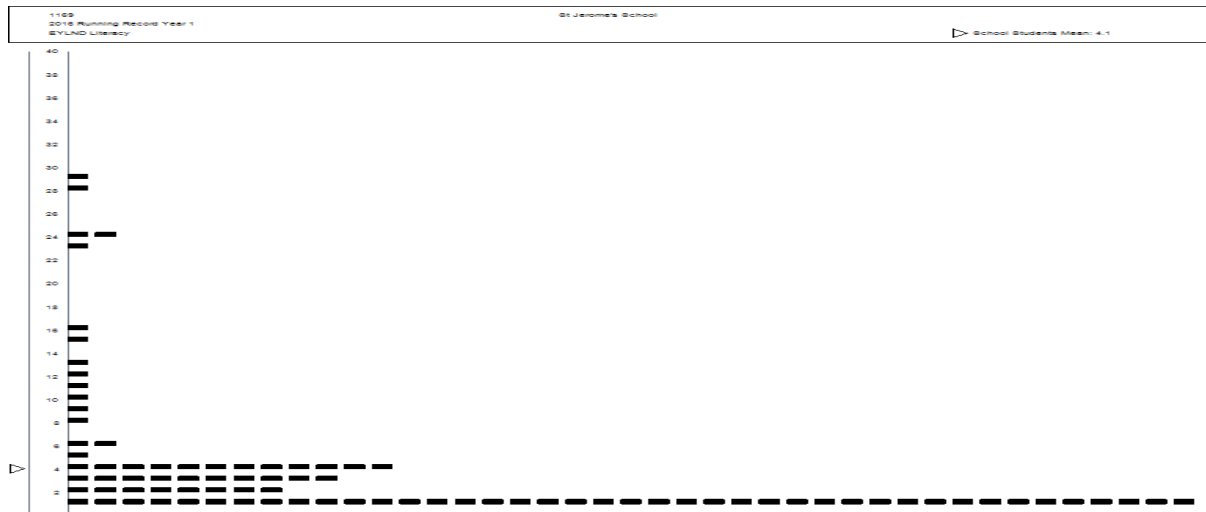
IRL for students entering Year 1 in 2014



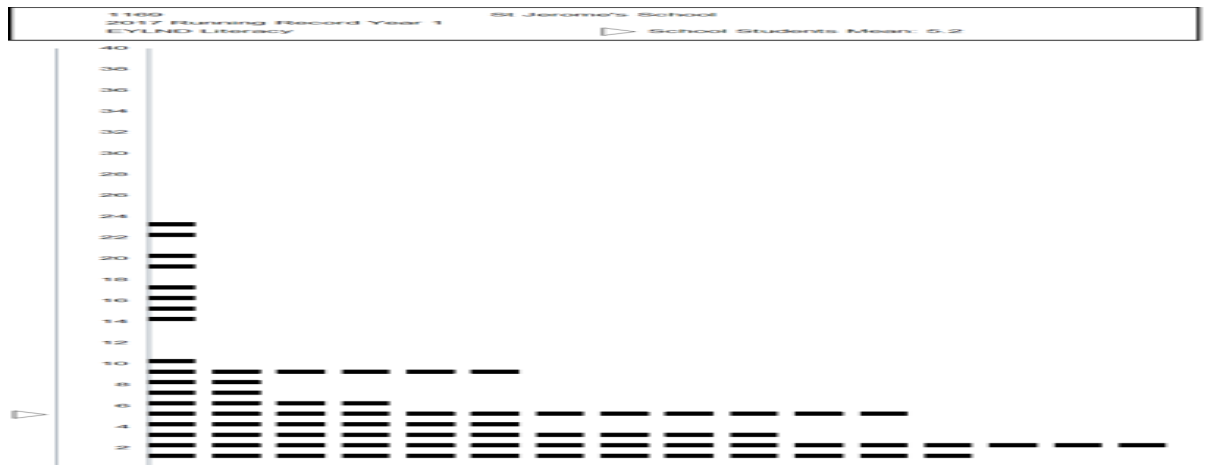
IRL for students entering Year 1 in 2015



IRL for students entering Year 1 in 2016



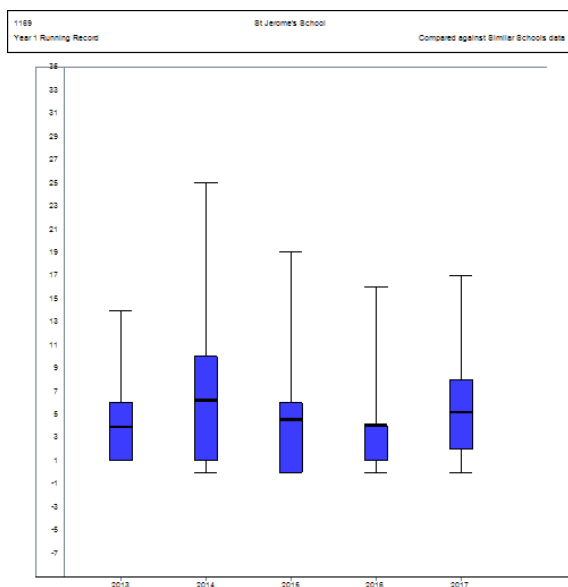
IRL for students entering Year 1 in 2017



The table below clearly illustrates the drop in percentage in the number of students entering Year 1 with an IRL of 0, 1 or 2. In 2016 we introduced take home readers in PP as students were developmentally ready. It is evident that as this cohort of students entered Year 1 in 2017 there were far fewer students in the lower IRLs. We feel that this teaching practice is working and intend to maintain this process.

Year	Total Number of Students	Number of Students entering Year 1 with an IRL of 0, 1 or 2	% of Students entering Year 1 with an IRL of 0, 1 or 2
2013	80	44	55%
2014	83	50	60%
2015	90	51	56%
2016	87	49	56%
2017	80	29	36%

The graph below indicates the RR of our Year 1 students over the past five years compared to our hardest comparator, which is similar catholic schools. It is clearly evident that we have a much longer top tail indicating that a higher proportion of our students are in the top 20th percentile.



We have a very sound process in the school of tracking student RR data from PP to Year 2 on a three weekly cycle with a strong emphasis on the comprehension of the text at a literal and inferential level along with the oral reading skills of fluency, expression and phrasing reflecting a depth of understanding of the text. We have set clear benchmarks for the mid-year and end of year 'C' grade target. Our end of year target for Year 2 is an IRL target of between 24 and 25 IRL.

The data below indicates the Instructional Reading Level of our current Year 2 students. The first column indicates the student's IRL at the end of Year 1. Our end of Year 1 target is an IRL of between 14 and 18, 81% of our students reached or surpassed that target at the end of year 1. The second column is the student's IRL at the beginning of Year 2 and then each subsequent column is the student's IRL at end of each term. The data clearly demonstrates that each student has progressed throughout the year. In fact, 90% of our students reached or surpassed our end of year target for Year 2. As you examine the data, each student's growth throughout the year is clearly evident. This process of a three weekly check on the student's instructional reading levels is working and will be maintained. We will also maintain a strong focus on reading quality literature to classes. These whole-class reading sessions mean that children of all reading ability are immersed in the same high-quality literature and the discussions that these texts promote. We will also continue with our homework policy with a strong focus on home reading.

	2016	Data for 2017				
Child	IRL End of Yr 1	IRL_Begin T1	IRL_T1	IRL_T2	IRL_T3	IRL_T4
A	17	24	26	30	30	30
B	14	18	23	25	30	30
C	18	17	17	23	28	30
D	20	20	21	23	30	30
E	20	23	26	28	30	30
F	14	15	21	24	29	29
G	5	5	7	9	18	26
H	15	17	22	28	30	30
I	15	15	20	26	29	30
J	21	25	30	30	30	30
K	14	14	15	20	26	29
L	28	30	30	30	30	30
M	14	16	16	23	23	23
N	30	30	30	30	30	30
O	17	17	19	25	28	29
P	5	5	8	15	20	23
Q	18	20	30	30	30	30
R	30	30	30	30	30	30
S	6	5	10	12	22	24
T	28	30	30	30	30	30
U	30	30	30	30	30	30
V	19	19	21	25	30	30
W	27	25	28	30	30	30

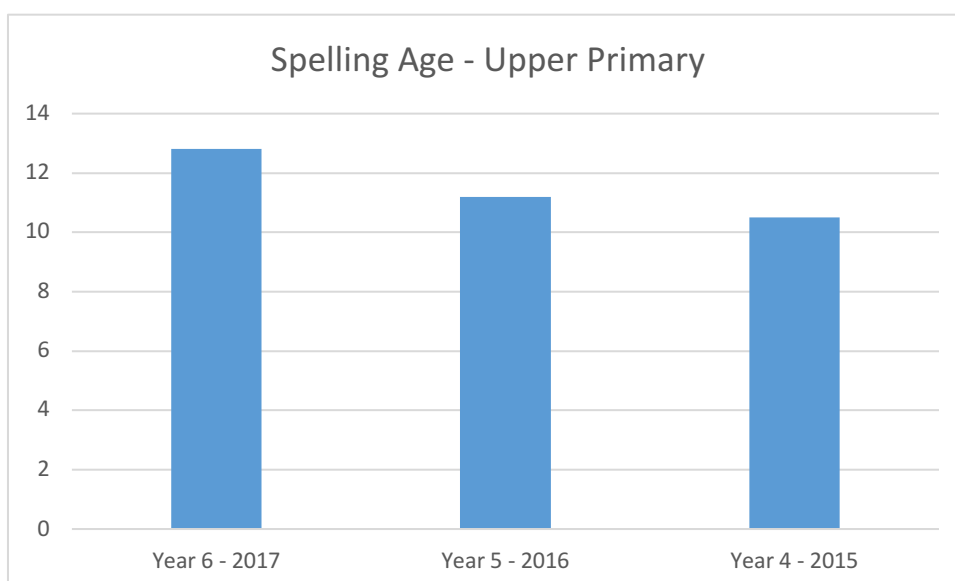
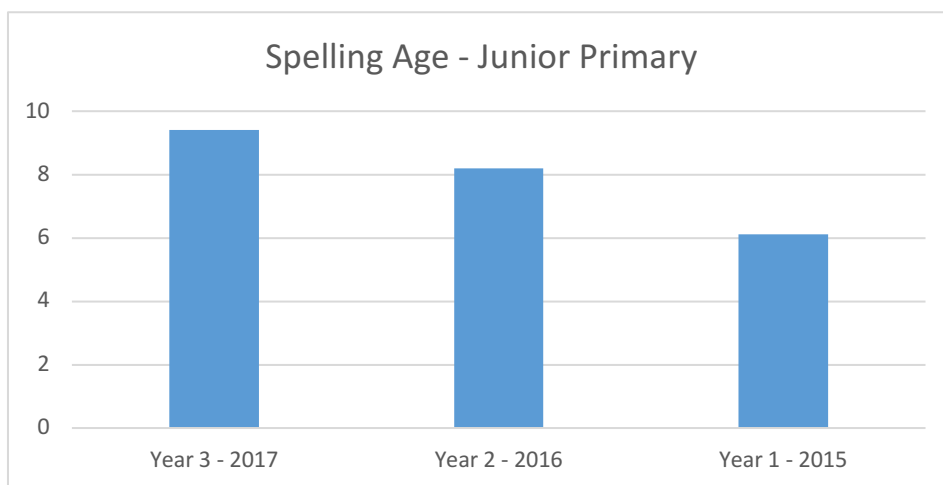
X	15	17	20	26	30	30
Y	20	24	25	28	30	30
Z	27	30	30	30	30	30
A1	9	10	12	14	14	16
B2	10	7	11	17	26	26
C3	10	10	14	22	28	30
D4	11	11	13	16	20	22
E5	14	14	18	19	20	21
F6	17	18	19	20	22	24
G7	9	17	18	20	26	28
H8	14	22	23	26	29	30
I9	15	15	19	29	30	30
J10	14	16	19	22	30	30
K11	17	16	20	25	27	30
L12	25	27	29	30	30	30
M13	15	15	18	22	24	26
N14	17	18	19	23	28	30
O15	21	23	26	30	30	30
P16	16	17	20	25	30	30
Q17	17	18	19	22	26	26
R18	6	2	4	9	13	13
S19	14	16	19	22	30	30
T20	16	16	22	24	30	30
U21	15	18	19	22	24	28
V22	16	15	15	21	28	28
W23	17	19	22	23	25	27
X24	14	14	18	19	22	24
Y25	9	16	19	20	25	27
Z26	11	10	16	19	22	27
A27	30	30	30	30	30	30
B28	7	5	8	10	15	21
C29	14	17	20	26	28	30
D30	15	18	25	27	30	30
E31	17	19	20	24	27	29
F32	18	18	22	25	28	30

G33	9	12	15	21	25	26
H34	14	14	15	18	22	24
I35	18	24	27	30	30	30
J36	19	22	24	29	30	30
K37	29	30	30	30	30	30
L38	15	17	19	25	27	30
M39	30	30	30	30	30	30
N40	19	22	27	30	30	30
O41	18	20	21	27	30	30
P42	25	25	26	28	30	30
Q43	8	7	10	16	19	22
R44	23	25	26	28	30	30
S45	25	23	27	30	30	30
T46	12	13	12	18	20	21
U47	17	22	24	29	30	30
V48	20	23	24	30	30	30
W49	13	15	16	27	30	30
X50	16	18	19	30	30	30
Y51	30	30	30	30	30	30
Z52	20	20	25	28	30	30
A53	19	21	22	28	30	30
B54	30	30	30	30	30	30
C55	15	15	17	25	28	30
D56	9	10	13	20	22	25
E57	25	26	30	30	30	30
F58	30	30	30	30	30	30
G59	19	21	23	27	30	30
H60	9	9	11	15	17	17
I61	14	14	18	30	30	30
J62	14	17	20	28	30	30
K63	22	27	28	30	30	30

Diana Rigg Spelling Program

The Diana Rigg Phonemic Awareness and Spelling Program has been embedded at St Jerome's for three years. There is a strong 'buy in' from the teachers towards improving children's spelling together in a whole school approach. This approach gives the school a scope and sequence of the phonics, decoding, spelling and sight word concepts for Year 1 to Year 6, providing a consistent spelling practice that can be readily implemented into classroom literacy experiences.

The following two graphs indicate growth in spelling in the junior primary and then in the middle to upper primary years. We use the South Australian Spelling Test to measure student growth in spelling because it is an independent standardised test of spelling achievement which provides a quantitative measure of the growth made by the students before and after the implantation of the Diana Rigg Program.



Each graph gives us three years of data. The junior primary graph tracks our current year 3, 2017 students back to when they were in Year 1 and indicates clear growth in the students' spelling ages. The average spelling age of this cohort in Year 1 was 6.11 in Year 2 it was 8.2 indicating a growth of

two years in spelling ages from Year 1 to Year 2. In Year 3 this cohort achieved an average spelling age of 9.4 indicating over a year's growth in average spelling ages from Year 2 to Year 3.

The upper primary graph tracks our current Year 6, 2017 cohort and also demonstrates growth in the students' spelling ages. The average spelling age of this cohort in Year 4 was 10.5 in Year 5 it was 11.2 indicating an average growth in spelling ages of 7 months. In Year 6 this cohort achieved an average spelling age of 12.8 indicating a year and six month growth in spelling ages. We feel that this program is working in the school and would like to see it maintained. However, we would like to see a stronger emphasis on dictation so that students use their spelling skills in real world application. Dictation allows students to concentrate on the writing and spelling process without the burden of having to compose original sentences. This in turn allows students to practice newly learnt words in context, review 'old' spelling words in a meaningful way, and tests the mastery of a spelling pattern or rule. We feel that dictation is important, as its aim is to move students from the easier task of spelling words in isolation in a spelling list to the more difficult task of independent writing. In terms of the Diana Rigg Scope and Sequence in the junior primary we would like to see the adoption of the 'Peggy Lego' handwriting prompts rather than the Diana Rigg writing prompts as we feel that the 'Peggy Lego' version gives students a clearer prompt to introduce the concept of drawing letters the correct way.

What's not working and needs to be modified:

Prime Maths

Prime Maths has been embedded in the school for two years. It is based on the teaching and learning practices of Singapore, Republic of Korea and Hong Kong and has a very structured sequential approach to the teaching of mathematics. It was adopted as a whole school approach because it has a strong focus on problem solving, develops meta-cognition and mathematical thinking, uses the concrete-pictorial-abstract approach and is measurable and diagnostic.

We feel that our current NAPLAN or OARS data does not currently evidence a quantitative measure of growth in numeracy with Prime. We have however had numerous professional conversations on the effectiveness of Prime this year and our minutes anecdotally evidence our thinking.

- Practice is repetitive, so that the students really become familiar with the concepts.
- Year 4 found Prime really difficult last year but the current Year 4 are coping better. This could be because they had exposure to the program last year when they were in Year 3 whereas the previous Year 4 class did not.
- Prime doesn't leave any gaps and gives students a whole depth of knowledge that would not normally be there.
- Anecdotally from a parent's point of view N has noticed a big jump in in the numeracy knowledge of her own children from her eldest child prior to Prime and her other two children with Prime.

As indicated above our middle to upper primary classes feel confident and comfortable with the use of Prime next year and we look forward to analysing our NAPLAN and OARS Data to measure our growth in numeracy prior to and after the implementation of Prime. We will be moving from the current Australian version of Prime launched in 2014 to the new version where the content is more

aligned to the Australian Curriculum and there is the support of the new 'Digital Hub' for teachers using Prime.

We found that there was quite a difference in opinion to the effectiveness of Prime amongst our junior primary teachers. This is anecdotally evidenced below;

- Teachers are required to teach concepts that are not in the curriculum for that year level.
- With the concepts in Prime being beyond what is required from the curriculum there is a lot of prior knowledge that needs to be taught before you can even begin to teach the content in the year level text. A concept that the program suggests should take two weeks to teach ends up taking four or five weeks because of all the prior knowledge that needs to be taught.
- The language of Prime presents a challenge to students with learning difficulties.

Our junior primary teachers feel that Prime does not lend itself to an engaging Mathematics classroom with sound early childhood pedagogical practices. We feel that the use of a text book in junior primary hinders Learner-Centred Pedagogy where learners play an active role in the learning process and students use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning.

It is important in junior primary to establish these positive pedagogical practices as a foundation for student engagement in Mathematics; therefore, in junior primary we believe that

- There should be substantive conversation about mathematical concepts and their applications to life,
- Tasks should be positive and provide opportunity for all students to achieve a level of success,
- Tasks should be challenging for all and therefore include a variety of tasks that cater to the diverse needs of the learner,
- Students should be provided with an element of choice,
- Teachers should use a plenary to recap on the lesson, provide feedback, challenge thinking and provide opportunities for further discussion.
- Technology should be embedded and used when appropriate to enhance mathematical understanding through a student-centred approach to learning,
- The relevance of the mathematics curriculum should be linked to the students' lives outside the classroom.

On this pedagogical understanding, we have made the decision to use the Prime textbooks from Year 2 Semester 2 to Year 6 only. We will base our planning in the junior primary mathematics learning area on the SCASA Curriculum, and the supporting Judging Standards, the Paul Swan Approach to the teaching of mathematics, the Growth Points of the Maths Assessment Interview and the Scope and Sequence of Prime from which to program.

Individual and targeted learning of all students:

Support programs in RR, EMU, MiniLit and MultiLit:

The school has a very strong focus on early intervention. We view this as absolutely vital to providing the foundation of literacy and numeracy skills in the early years for all students. We use a combination of teacher judgement and systematic evaluation procedures to identify those lowest achieving students (the bottom 5 to 20% depending on the cohort). Once a student has been identified and referred to any of the support programs, intervention is designed to support each individual student by assessing what the student knows and what he/she needs to learn next.

The data below is a sample of some students from Year 2 in the Reading Recovery Program this year. It indicates the level that the student achieved upon entering the program and the level the student achieved upon exiting the program. It also tracks how the student performed once back in the classroom. Our end of year target for a 'C' grade in Year 2 is an IRL of 24 to 25 and these Reading Recovery Students are well on their way. A note needs to be made that these are our lowest achieving students and thus it is important to appreciate the progress they have made.

Student	Entry into RR	Beginning Of Year 2	Data Tracking in the Classroom in Year 2				
			Term 1 Wee 8	Term 2 Week 3	Term 2 Week 9	Term 3 Week 2	Term 4 Week 1
Entry RR Semester 2, Year 1, 2016							
A	3	22 exited RR end of Year 1	23	24	30	30	30
B	3	19 exited RR end of Year 1	19	21	25	30	30
C	3	22 exited RR Term 2, 2017	16	22	22	23	28
D	3	21 exited RR Term 2, 2017	21	21	21	23	28
E	3	22 exited RR Term 2, 2017	19	22	23	25	27
F	3	22 exited RR Term 2, 2017	22	22	23	25	27

In terms of the EMU program our evidence comes from the success stories of past EMU students:

Student A

At the beginning of 2016 this student's MAI profile was 0110. At the beginning of 2017 the profile was 5243. The student is not vulnerable in any domain. Classroom reports from Semester 1 Grade 2 show the student received a 'B' for Number and Algebra and for Semester 2 the student received another 'B'. The student was on a CAP for maths in Grade 1 but not in Grade 2.

Student B

At the beginning of Year 1 this student's MAI profile was 0110. At the beginning of 2017 the profile was 4243. The student isn't vulnerable in any domain. Classroom reports for Semester 1 Grade 2 show the student received a 'C' for Number and Algebra and for Semester 2 the student received another 'C'. The student was on a CAP for maths in Grade 1 but not in Grade 2.

Student C

At the beginning of 2016 this student's MAI profile was 0110. At the beginning of 2017 the profile was 5243. The student isn't vulnerable in any domain. Classroom reports from Semester 1 Grade 2 show the student received a 'C' for Number and Algebra and for Semester 2 the student received another 'C'. The student was on a CAP for Grade 1 but not for Grade 2.

And success stories from current EMU students:

Student D

At the beginning of 2017, this student's MAI profile was 0101 and now in November the MAI (even though it is only considered an estimate profile at this stage) is 4253 which means the student is not vulnerable in any area. The student is ending the semester on a 'B' grade for Number and Algebra. In Semester 1 the student received a 'D' grade.

Student E

At the beginning of 2017 this student's MAI profile was 0111 and now in November th MAI (even though it is only considered an estimated profile) is 5343 which means the is not vulnerable in any area. The student is ending the semester on a 'C' grade for Number and Algebra. In Semester 1 the student received a 'D' grade.

Student F

At the beginning of 2017 the student's MAI profile was 1100 and now in November the MAI (even though it is only considered an estimated profile) is 4242 which means

the student is not vulnerable in any area. The student is ending the semester on a 'C' grade for Number and Algebra. In Semester 1 the student also received a 'C' grade.

Please note that the MAI Profiles are based on the Maths Assessment Interview domains of Counting, Place Value, Addition and Subtraction and Multiplication and Division and are reported in that order. The number values indicate the student's progression in the Growth Points for each domain.

Anecdotally our EMU teacher says:

"The difference I have seen in all my students since commencing the EMU program above anything else is their confidence and attitude towards mathematics improve tenfold. Parents regularly comment on how excited their children are when they get home and want to play the EMU homework game. Parents have reported changes in their child's overall attitude towards school and how much happier many of them are, because now they feel they can achieve and succeed in class.

EMU provides students with the confidence to work in a group and discuss ideas, strategies and methods to solve a problem. They then use these skills back in the classroom. EMU is valuable in the way it gets children talking; it has helped to develop the oral language of some ESL children as well as those with speech issues. In regular EMU sessions, children are asked questions like, "How did you work that out?" "Can you explain your thinking?" "Can you show me another way?"

As the program develops, the children are then the ones who question each other instead of the teacher asking all of the questions. It is far more valuable having the children learn from each other as opposed to them learning from the teacher. EMU allows children to have this opportunity."

EMU also helps children become more reflective learners, as at the end of each session they share their reflections for that particular lesson. For example, if they know that 6 and 4 are friends of 10, they are asked to prove it or teach the rest of the group. Simply giving the correct answer isn't enough. Emu teaches children to develop higher order thinking skills and to be accountable for their work.

In light of the data and anecdotal evidence above we feel that our support programs are working and need to be maintained.

Extension Program in Years 3 to 6:

The Extension Program at St Jerome's is well established. It has been in place since 2004 and is ably led by a dedicated Extension Teacher at an FTE of 0.5. Its focus is on the middle to upper primary years and this year has included Year 3 students for the first time. The aims of the Extension Program are to build a community of learners to provide high ability students

with the opportunity to work with like-minded students and to encourage students to be 'risk takers' and learn the value of hard work.

Entry and exit into the program is based on individual student's strengths and data and assessments are conducted annually. New initiatives have been added and include, Night of the Notables, Robotics, Coding, Write a Book in a Day, Tournament of the Minds, Robocup, Regional Spelling Bee and the Interschool Scitech challenge.

We believe that the Extension Program has provided positive outcomes for our students and it is now considered 'cool' to be smart at St Jerome's. This positive influence on students is evidenced through a parent survey that was conducted on the Extension Program Earlier this year. Two parent testimonials are included below.

"Both C and J were accepted into the Extension Program with K from Year 4 until Year 6. (2016) The opportunities they received through being part of this program were amazing. I believe that this program has helped both of my children with the ability to be able to work as part of a team, the confidence to express their opinions and ideas and some wonderful opportunities that they would have otherwise not have been a part of such as Robocup and Tournament of the Minds. It has helped them both strive to be better academically and has certainly been a factor in their smooth transition to high school where they continue to look for opportunities to further their education as the Extension Program did. " LA

"S being part of the St Jerome's Extension Program gave her pride in being clever! She was challenged, pushed and tested – and loved every minute of it. She was given opportunities to undertake challenging real life projects with clear goals. S felt part of a team when preparing for competitions but also pride in her school for trusting her to represent them. Her confidence grew with every challenge, which lead to greater projects and extended learning. S learnt how to transfer her knowledge from all curriculum areas into focused tasks and projects. The program helped open her mind to STEM, literacy and Robotic projects. Thank you K! You made it cool to be smart!"

We feel that the Extension Program is working and needs to be maintained.

Religious Education:

Upon reflection of our BRLA Data we have found that one class has performed far better than other classes. This is reflected not only in our current 2017 data but in data from previous years as well for different cohorts of students with the same teacher. When we investigated this anomaly with the teacher concerned, we found that the teacher had a strong focus on the knowledge component of the Religious Education Guidelines. This teacher required the students to learn specific facts and details and the students were tested on these. The students were then able to recall and apply what they had learnt in a test situation. This that we feel is making the difference. We would like other teachers to place a stronger focus on

the knowledge component of the RE Guidelines that can be tracked through our current strategy of Common Assessment Tasks in the key learning areas including Religious Education.

Digital Learning:

In September this year we conducted the TUPS (Technology Uses and Perceptions Survey) with every member of our staff. The purpose of this survey was to gather essential information about the current teacher use and perceptions of technology. We intend to use the results to identify professional development needs, and facilitate coaching in the use of instructional technology.

In terms of technology support and use our staff indicated:

- That their knowledge skills and understandings re technology have been predominantly acquired via interaction with colleagues whilst 63% have engaged in independent learning.
- The data makes evident that a small number of our staff would like technology-related professional development via introductory skills whilst 80% of respondents would prefer training on applications used by students.
- Whilst our staff acknowledged that technology makes their job easier, enhances their teaching and changes their role as educators, 90% indicated that they would like more training in the use of technology in their teaching.
- 53% of our staff use technology as a research and instructional tool with varied use from several times per week to multiple times per day.
- The findings suggest student use of software to complete school related activities is limited and used with varied infrequency.

Professional Development To what extent do you think the following types of technology-related professional development would be beneficial to you?	not at all		to a small extent		to a moderate extent		to a great extent		entirely	
	%	n	%	n	%	n	%	n	%	n
1. Introductory technology skills	30%	9	37%	11	20%	6	13%	4	0%	0
2. Professional productivity (e.g. gradebooks calendar address book)	13%	4	17%	5	43%	13	27%	8	0%	0
3. Instructional applications (e.g presentation digital content creation)	3%	1	10%	3	43%	13	40%	12	3%	1
4. Training on applications used by students	7%	2	3%	1	17%	5	63%	19	10%	3
5. Specialized training on pedagogy of technology integration	3%	1	10%	3	30%	9	47%	14	10%	3

This data demonstrates the work that is required to upskill our staff to give teachers more confidence to integrate technology seamlessly in all learning areas. We have released our Key Teacher in Digital Learning from the classroom at an FTE of 0.4 with the intention that he support the rest of the staff in this learning.

Programs, strategies, resources and teaching practices retained from previous years:

1. CATs (Common Assessment Tasks in key learning areas)
2. WALT (We are learning to) and WILF (What I'm looking for)
3. SMART Goals in Years 3 to 6 revised on a three weekly cycle in literacy and numeracy.
4. Springboards into comprehension
5. Genres of Writing Scope and Sequence.
6. Religious Education – Gospel focus each week, meditation, evangelisation through the language of MJR, Christian service.
7. Continue to use the knowledge that is in the school and the expertise of our RR and EMU Teachers, Learning Support Coordinator, Extension Teacher, Key Teacher Digital Learning, IT Support Teacher and school psychologist.

Appendices



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	History	Economics & Business	Civics & Citizenship
Year 6	History	Civics & Citizenship	Economics & Business	Geography

Science Scope and Sequence 2017

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

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)



YEAR <<X>> <<X>> PROGRAM - TERM <<X>>

Useful Websites	http://www.australiancurriculum.edu.au/ http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/snapshots http://wacurriculum.scsa.wa.edu.au/StudentDiversity/Students-with-disability						
Program Context / Overview Relevance to Student							
General Capabilities	Literacy	Numeracy	ICT	Critical & Creative Thinking	Personal & Social Capability	Ethical Behaviour	Intercultural Understanding
Cross-Curriculum Priorities	Aboriginal and Torres Strait Islander histories and culture			Asia and Australia's engagement with Asia		Sustainability	
Early Years Learning Framework	EYLF Outcome 1: Children have a strong sense of identity	EYLF Outcome 2: Children are connected with and contribute to their world	EYLF Outcome 3: Children have a strong sense of wellbeing	EYLF Outcome 4: Children are confident and involved learners	EYLF Outcome 5: Children are effective communicators		
Achievement Standard <i>List dot points to be assessed or highlight.</i>							
Content Descriptors <i>List as dot points or highlight the focus for the term.</i>							
Key Links to Other Learning Areas							

Blue Boxes: Curriculum Documents | Orange Boxes: Personal

FOCUS CONTENT DESCRIPTOR	LEARNING EXPERIENCES	RESOURCES	ASSESSMENT Taken from the achievement standard

To add another row of boxes – click in the bottom right hand box in the table and push the “TAB” key.

Throughout this section of the program please use the following colour coding:

Green – Extension

Black – General

Blue – Support



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