



Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

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Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

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Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

Policy maintenance

This policy is to be reviewed, and if required, updated every two years. Any revisions to the policy must be approved by the Chief Executive Officer and the School Curriculum and Standards Authority Board.

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Contents

Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

1.	Policy statement.....	2
2.	Scope	2
3.	Background	2
4.	Key terms	2
5.	Procedures	3
	5.1. Curriculum.....	3
	5.2 Assessment	3
	5.3 Reporting.....	4
6.	Relevant documents and other sources of information/websites.....	4

Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

1.	Policy statement.....	2
2.	Scope	2
3.	Background	2
4.	Key terms	2
5.	Procedures	3
	5.1. Curriculum.....	3
	5.2 Assessment	3
	5.3 Reporting.....	4
6.	Relevant documents and other sources of information/websites.....	4
1.	Curriculum planning	8
	1.1. Modified curriculum	8
	1.2. Recognition of an alternative curriculum	8
	1.3. Curriculum requirements and available options	9
2.	Reporting on student achievement	11
	2.1. Components of written reports	11
	2.2. Achievement in learning areas	11
	2.3. Modified reporting.....	14
	2.4. Recognition of an alternative method of reporting student achievement	14



Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

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 Western Australian schools offering schooling in Pre-primary to Year 10.

3. Background

The *Outline* 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 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.

4. Key terms

Achievement descriptor	An achievement descriptor describes student achievement in terms of a five-point scale and is used for the purpose of reporting student achievement.
Achievement standard	The 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.
Alternative curriculum	An alternative curriculum is a well-established Pre-primary to Year 10 curriculum/framework other than the Western Australian curriculum approved by the Authority.
Assessment	Assessment is 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.
Curriculum	The curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background.
Grade	A grade describes student achievement on a five-point scale and is used for the purpose of reporting student achievement.
Modified curriculum	A modified curriculum is any documented variation to the Western Australian curriculum that a school negotiates with the student and her/his parents/carers in order to cater for the individual learning needs of the student.
Parent/carers	In relation to a child, parent/carers 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 <i>School Education Act 1999</i> .

Reporting	Reporting is the process of formally and informally communicating student achievement to parents, carers and students.
School	School means a school (government school or non-government school) or a community kindergarten as defined in the <i>School Education Act 1999</i> .

5. Procedures

5.1. Curriculum

Schools 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*
- the Principles of Learning, Teaching and Assessment detailed within the *Outline*.

In relation to Kindergarten:

- *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 *Kindergarten Curriculum Guidelines* guide educators to develop kindergarten curriculum for Western Australian children. It draws 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.

See attached – *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*

5.2 Assessment

Schools 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
- 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.

In addition, schools must provide their school community with an assessment and reporting policy that is based on the Principles of Learning, Teaching and Assessment.

This policy must clearly and transparently specify how principals and teachers will:

- provide individual students with feedback on their learning
- use student achievement information to plan future learning programs
- make judgements of student achievement in relation to the year-level achievement standard
- administer prescribed national and statewide assessments

- provide information on how a student’s achievement compares with the student’s peer group at the school, on request from the student’s parents/carers
- communicate with parents/carers about student progress and achievement
- report to parents/carers for each student at the end of each semester
- report to parents/carers with information relating to the development of other student attributes that influence learning.

See attached – Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

5.3 Reporting

Schools will:

- use plain language to report to parents/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement standards – such reports will be provided:
 - **formally**, in an end of semester report using a five-point scale. The components of the formal report will meet the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
 - **informally**, throughout the year in a variety of ways and for a variety of reasons, and
 - **as requested from the student’s parents/carers**, providing information on how a student’s achievement compares with the student’s peer group at the school
- disseminate to parents/carers the reports from national and statewide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
- submit to the Authority¹ end of Semester Two achievement descriptors/grades for individual Pre-primary to Year 10 students.

See attached – Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

6. Relevant documents and other sources of information/websites

Western Australian Curriculum and Assessment Outline (www.scsa.wa.edu.au)

The *Outline* includes the following important elements:

Curriculum

- Alternative Curriculum (and/or Reporting on Student Achievement) Recognition Process
- Kindergarten and Pre-primary Statement
- *Kindergarten Curriculum Guidelines*
- *Notional Time Allocation Guidelines: Pre-primary to Year 10*
- Principles of Learning, Teaching and Assessment
- *Western Australian Curriculum and Assessment Outline* Implementation Timeline.

Assessment

- Assessment Activities
- Assessment Principles and Reflective Questions
- Judging Standards

¹ Schools will be advised by the Authority about the timeline for submission of grades/achievement descriptors. If a subject/s is only taught in Semester One and not in Semester Two (e.g. a Visual Arts subject), the achievement descriptor/s/grade/s for individual Pre-primary to Year 10 students will be submitted to the Authority at the end of Semester Two.

- Overview of Research
- Principles of Learning, Teaching and Assessment
- Snapshots.

Reporting

- *Western Australian Curriculum and Assessment Outline Implementation Timeline.*

Belonging, Being and Becoming: The Early Years Learning Framework

(<https://www.education.gov.au/early-years-learning-framework>)

EAL/D Progress Map

(<http://www.det.wa.edu.au/curriculum-support/eald/detcms/navigation/assessment-and-reporting/eal-d-progress-map/#toc1>)

Melbourne Declaration on Educational Goals for Young Australians, 2008

(http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

National Assessment Program Literacy and Numeracy (NAPLAN) (www.scsa.wa.edu.au)

National Quality Framework (<http://www.acecqa.gov.au/national-quality-framework>)

Legislation and other regulatory frameworks

Australian Education Act 2013 (Cth)

Australian Education Regulation 2013 (section 59) (Cth)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005

Equal Opportunity Act 1984 (WA)

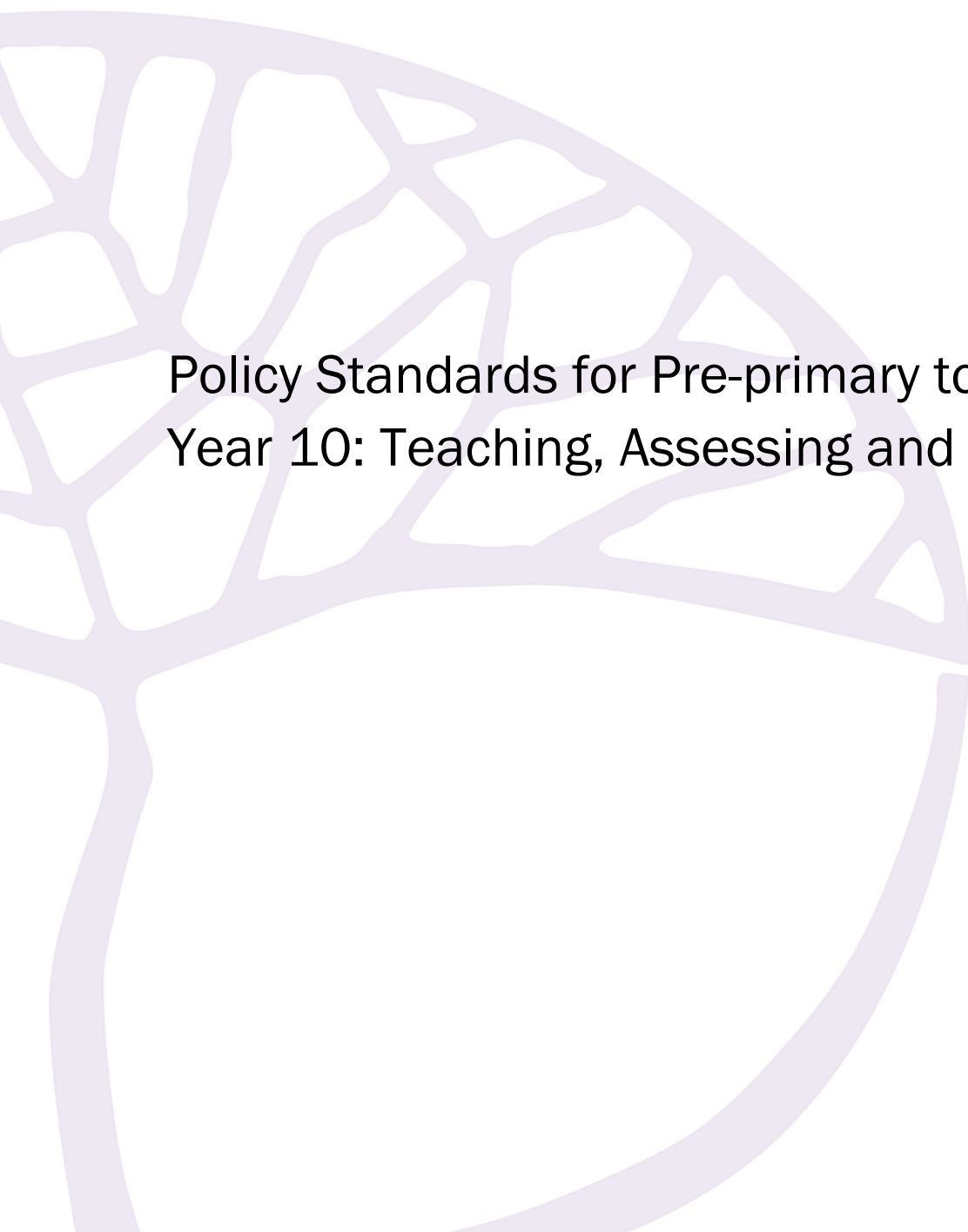
National Education Agreement

Public Sector Management Act 1994 (WA)

School Curriculum and Standards Authority Act 1997 (WA)

School Education Act 1999 (WA)

School Education Act Employees' (Teachers and Administrators) General Agreement 2014



Policy Standards for Pre-primary to
Year 10: Teaching, Assessing and Reporting

Policy Standards

These policy standards are to be read in conjunction with the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*. These standards are mandatory and set out the minimum requirements for curriculum planning and reporting on student achievement.

1. Curriculum planning

Schools plan curriculum in accordance with the *Western Australian Curriculum and Assessment Outline (the Outline)*, accessible via the School Curriculum and Standards Authority website (www.scsa.wa.edu.au).

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.

In planning the delivery of the Pre-primary to Year 10 Western Australian curriculum, schools ensure they meet the requirements outlined in:

- Table 1: *Western Australian Curriculum and Assessment Outline*: curriculum requirements and available options
- Table 2: Implementation timeline requirements.

Schools use discretion in regard to the use of the *Notional Time Allocation Guidelines: Pre-primary to Year 10* provided in the *Outline*.

1.1. Modified curriculum

For some students, 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/carers, and document the decisions made (for example, a documented individual education plan and documented learning plan).

Schools use discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities Based Learning and Education, Western Australia [ABLEWA]), detailed in the *Outline*, for planning for teaching students with disability and additional learning needs.

Schools use discretion in regard to the use of the *EAL/D Progress Map* when planning for teaching and monitoring the progress of students for whom English is an additional language/dialect.

1.2. Recognition of an alternative curriculum

In order to ensure that a well-established alternative curriculum (for example, *The International Baccalaureate*, the *Montessori National Curriculum Framework* and the *Australian Steiner Curriculum Framework*) aligns with the *Outline*, schools must obtain approval from the Authority. The alignment will be assessed in terms of the Authority's alternative curriculum/reporting on student achievement process, detailed in the *Outline*.

1.3. Curriculum requirements and available options

Table 1: Western Australian Curriculum and Assessment Outline: curriculum requirements and available options

Learning area	Year level											
	P	1	2	3	4	5	6	7	8	9	10	
English	R	R	R	R	R	R	R	R	R	R	R	R
Mathematics	R	R	R	R	R	R	R	R	R	R	R	R
Science	R	R	R	R	R	R	R	R	R	R	R	R
Humanities and Social Sciences	R	R	R	R*	R	R*	R	R	R	R	R	R
Health and Physical Education	R	R	R	R	R	R	R	R	R	R	R	R
The Arts	R**	R**	R**	R**	R**	R**	R**	R**	R**	R**	O	O
Technologies	R***	R***	R***	R***	R***	R***	R***	R***	R***	R***	O	O
Languages	O	O	O	R****	R****	R****	R****	R****	R****	R****	O	O

R = required

O = optional

R* = Humanities and Social Sciences: this learning area incorporates History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.

R** = The Arts: this learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

- All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8.
- It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.
- In Years 9 and 10 the study of The Arts is optional.

R*** = Technologies: this learning area consists of two subjects: Digital Technologies and Design and Technologies.

- All students will study both Technologies subjects from Pre-primary to the end of Year 8 (within Design and Technologies: Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations). Students have the opportunity to study at least one of the contexts.
- Because Design and Technologies has contexts, it is desirable that schools provide students with the opportunity to engage with a range of contexts in Design and Technologies across Pre-primary to Year 10.
- In Years 9 and 10 the study of Technologies is optional.

R**** = Where possible, schools should provide Languages education from Pre-primary to Year 10. As a minimum, schools must offer:

- in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language, commencing with Year 3 in 2018 (extending to Year 4 in 2019, Year 5 in 2020 and Year 6 in 2021)
- in both Years 7 and 8, compulsory Languages education in a minimum of one language, commencing with Year 7 in 2022 (and Year 8 in 2023).

In Years 9 and 10 the study of Languages is optional.

The study of one of the Aboriginal and Torres Strait Islander languages is acceptable.

Recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of a foreign or Indigenous language.

Auslan is an acceptable alternative to the study of a language other than English.

Schools may offer a different language from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* (e.g. Arabic, Hebrew, Hindi, Korean, Modern Greek, Vietnamese, first or background language Chinese). Where schools offer a different language (or curriculum at a different level) from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* teachers will need to exercise their professional judgement in the adaptation of the Australian Curriculum, Assessment and Reporting Authority's (ACARA) curriculum or alternative syllabuses.

Table 2: Implementation timeline requirements

Year	Learning area	Implementation requirements
2017	Humanities and Social Sciences Health and Physical Education	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2017	Revised curriculum (v8.1) for English Mathematics Science	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2018	Technologies The Arts Languages – Year 3	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2019	Languages – Year 4	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2020	Languages – Year 5	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2021	Languages – Year 6	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2022	Languages – Year 7	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2023	Languages – Year 8	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.

2. Reporting on student achievement

2.1. Components of written reports

Schools provide plain language reports to parents/carers at the end of each semester which:

- (a) are readily understandable to those responsible for the student
- (b) give an accurate and objective assessment of the student's progress and achievement
- (c) include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the *Outline*
- (d) include, for subjects studied, an assessment of the student's achievement:
 - (i) 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
 - (ii) in relation to the performance of the student's peer group²
- (e) include information about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- (f) include any additional information the school considers relevant, including an overall teacher comment.

In addition, for Pre-primary to Year 2, school reports are to include a description of the student's progress in *personal and social learning*.

2.2. Achievement in learning areas

In Western Australia, student achievement is reported on a five-point scale for all years from Pre-primary to Year 10.

For the Pre-primary year, student achievement is reported using achievement descriptors and without letter grades.

For Years 1–2, student achievement is reported using system-based or school-based achievement descriptors or those in Table 3. Schools may use letter grades.

Details regarding the flexibility provided for school systems or schools in reporting on Pre-primary to Year 2 student achievement is detailed on the following page.

For Years 3–10, letter grades and achievement descriptors outlined in Table 3 must be used.

² For Pre-primary to Year 10, consistent with the *Australian Education Regulation 2013* reporting requirement for reporting relative to the performance of the student's peer group, schools must prepare information that shows the number of students in each of the five achievement levels for each of the learning areas taught in each year. Schools may choose to provide this comparative information to parents as part of the normal reporting process or to provide parents with advice that this information is available on request. In the latter case, schools must advise parents that this information is available and must provide this information on request. Possible wording that could be used on the report is: '*You can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison with that of other students in the student's peer group at school. This information will show you the number of students in each of the five achievement levels*'.

Table 3: Letter grades and achievement descriptors

Letter grade	Achievement descriptor
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.

Pre-primary to Year 2 reporting

In the Pre-primary year, schools:

- report student achievement in English and Mathematics
- are strongly encouraged to report in Science
- may choose to report in other learning areas
- report using achievement descriptors but without letter grades. The achievement descriptors used may be system-based, school-based or those in Table 3, but must align with the achievement standards described in the *Outline*
- include information on the report about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

In Years 1 and 2, schools:

- report on student achievement in all the learning areas taught
- report using system-based or school-based achievement descriptors or those in Table 3 and may use letter grades. The achievement descriptors must align with the achievement standards described in the *Outline*
- include information on the report about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

Years 3–10 reporting

For Years 3–10, schools:

- report on student achievement in all the learning areas taught
- report using letter grades and achievement descriptors provided in Table 3
- include information on the report about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- include on the report any additional information the school considers relevant, including an overall teacher comment.

All schools implement the learning area reporting requirements outlined in Table 4. Schools may choose to report at a more detailed level than the minimum requirements identified in Table 4.

Table 4: Learning area reporting requirements for each semester report

Learning areas	Reporting requirements ³
English	Schools report one grade (A–E) as a minimum for English.
Mathematics	Schools report one grade (A–E) as a minimum for Mathematics.
Science	Schools report one grade (A–E) as a minimum for Science.
Humanities and Social Sciences	Schools report one grade (A–E) as a minimum for Humanities and Social Sciences.
Health and Physical Education	Schools report one grade (A–E) as a minimum for Health and one grade (A–E) as a minimum for Physical Education.
Languages⁴	Schools report one grade (A–E) as a minimum for Languages.
Technologies⁵	<p>Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:</p> <ul style="list-style-type: none"> • where subjects are taught concurrently during the year, two grades are required each semester • where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.
The Arts⁶	<p>Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:</p> <ul style="list-style-type: none"> • where subjects are taught concurrently during the year two grades are required each semester • where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.

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.

³ See section 2.2: Achievement in learning areas.

⁴ See section 1.3: Curriculum requirements and available options.

⁵ See section 1.3: Curriculum requirements and available options.

⁶ See section 1.3: Curriculum requirements and available options

2.3. Modified reporting

If there is a legitimate reason for a student to be following a modified curriculum (as outlined in section 1.1), in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum.

For students with disability or for whom English is an additional language/dialect, additional reporting on their progress/achievement in terms of year-level achievement standards is not required.

Schools 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.

2.4. Recognition of an alternative method of reporting student achievement

In order to ensure that an alternative method of reporting student achievement aligns with the *Outline*, schools must obtain approval from the Authority. The alignment will be assessed in terms of the Authority's alternative curriculum/reporting process, detailed in the *Outline*.