



Colo Heights Public School

Curriculum Planning and Programming, Assessing and Reporting to Parents Policy Statement

Last revision: 2006

Rationale

This policy has been developed to reflect the DET policy in response to Time to teach - time to learn, the report of the evaluation of outcomes assessment and reporting in NSW government schools, and the requirements for reporting to parents specified by the Australian Commonwealth Government school funding legislation, Schools Assistance, 2004 and Regulations to the legislation, 2005.

Curriculum Programming and Planning

Staff will ensure that;

- curriculum and teaching programs are consistent with the Education Act and Board of Studies syllabuses and credentialing requirements.
- curriculum planning and teaching programs will meet the policy standards, namely that
 - learning programs are based on Board of Studies (BOS) syllabuses, and are provided to address each learning area in each year of schooling
 - priority is given to English and Mathematics in all primary years, especially in the early years.
 - approximately 50% of time is allocated for English and Mathematics and 40% of time for the other KLAs and sport
 - as part of the 40% allocation two hours per week is allocated for planned physical activity, including in Years 3 – 6, a minimum of one hour for sport
 - provision is made for Special Religious Education in each primary year, where authorised personnel from approved providers are available.
- teaching programs incorporate assessment as an integral component
- teaching programs indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies

Assessing

- Assessments will be planned so that:
 - students can demonstrate achievement of outcomes for the relevant stage of learning
 - valid and reliable assessment strategies are used
 - the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students
- Teachers will plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning
- Teachers use a variety of appropriate assessments for judging student achievement
- Teachers will collect and record assessment information to:
 - guide ongoing teaching and learning
 - monitor and evaluate student progress
 - report achievement to parents and relevant authorities in accord with school requirements and Department policy

Reporting

- The school will provide parents/carers with formal and informal opportunities to receive information about and discuss their child’s learning throughout the school year
- The school’s procedures for reporting to parents will be:
 - based on DET policy
 - time efficient and manageable and
 - developed in consultation with parents/carers and teachers
- The school will provide parents/carers with a written report on their child’s learning at least twice per year. The components of the written report will meet the policy standards, namely that they will;
 - use plain language
 - provide information on a student’s learning in each of the key learning areas (KLAs) or subjects, as described below
 - the school will report on the six key learning areas of English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development, Health and Physical Education and Creative Arts.
 - in English and Mathematics, reports will show achievement information for each broad syllabus strand.
 - in Kindergarten, reports will include English and Mathematics and other key learning areas covered in the reporting period.
 - compare the student’s achievement in each KLA or subject against state wide syllabus standards using a scale as defined below;
 - Kindergarten reports will describe how a child’s achievement compares with syllabus standards through teacher comments
 - Year 1-6 reports will use the following five point achievement scale to report to parents. Achievement is judged in relation to syllabus standards
 - For students in Years 1 and 2, the school may report the level of student achievement in HSIE, Science and Technology, PDHPE and Creative Arts, using a statement in the written comments that the student’s achievement has been outstanding, high, sound, basic or limited

To describe this achievement level the school will	use this word and/or	this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

- Where the words summaries are used the report will contain a statement to explain that the five point achievement scale used in this report equates to the A – E scale.
- include teacher comments for each KLA that identify areas of student strength and for further development
- have information about the student’s attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- provide information about the student’s social development and commitment to learning.

- the school will provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers
- the school will disseminate to parents/carers the reports from state-wide testing programs and, as appropriate, will provide opportunity for discussion between teachers and parents/carers
- for English as a second language (ESL) students the school will use the following grades to report achievement in English when reporting to parents. The student's report will indicate that it shows achievement in learning English judged in relation to the ESL Scales.

ESL 6	The student can communicate with developing accuracy and complexity of language in formal and informal situations. With assistance, the student can analyse complex texts and can improve their writing through planning and revision.
ESL 5	The student can communicate with varying fluency and accuracy, ideas about a range of topics. With assistance, the student can analyse unfamiliar texts and write and edit using appropriate language and structure.
ESL 4	The student can communicate ideas about familiar topics using suitable language. With assistance, the student can understand the main ideas and details in texts and plan and write about a variety of familiar topics.
ESL 3	The student can take part in simple conversations in social and learning situations. With assistance, the student can read and learn from simple texts and can write stories and factual texts.
ESL 2	The student can communicate simple messages in familiar situations. With assistance, the student can read and write simple texts about personal experiences, events and ideas.
ESL 1	The student is beginning to learn English. Some students can communicate using single words. Other students can communicate using simple words and phrases and can read and write simple sentences.

- For new arrival ESL students in primary other KLAs may be reported against the five point achievement scale described above, or only a comment may be provided.
- For students for whom accommodations have been made the school will use the five point achievement scale to report to parents. The achievement of these students will be judged in relation to syllabus standards.
- For students for whom learning adjustments have been made because of an intellectual disability, the student's report will indicate that it shows achievement against a personalised learning program i.e. P – Personalised The student has learning needs that require access to content and competencies that are at a different level from their age peer group.
 - In general, 'personalised' reports will be provided for students with moderate or severe levels of intellectual disability, but may also be provided for students with other confirmed disabilities in those KLAs where a learning adjustment has been provided.
 - In addition to reporting the student's achievement, in key learning areas or subjects where learning adjustments have been made, through written comments, the school also may report the student's achievement using the following scale:

P4 – Independent	The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials
P3 – Frequent	The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations
P2 – Occasional	The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings
P1 – Beginning	The student has some existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting

Related documents

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