

## Aims

- A. To develop programs that engage students in authentic learning experiences
- B. To deliver curriculum that facilitates learning that occurs within integrated units where progress can be demonstrated in multiple ways
- C. To meet the School Curriculum and Standards Authority of Western Australia [SCSA] requirements for curriculum delivery
- D. To implement the Early Years Learning Framework [EYLF]

## Definitions

- A. **Formative Assessment** - refers to any activity used as an assessment of learning progress before or during the learning process itself.
- B. **Summative Assessment** - evaluates what students know or have learned at the end of the teaching, after all is done
- C. **Standardized Assessment** - A standardized test is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a “standard” or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students

## Principles

- A. Learning is approached in a holistic way covering all aspects of student development.
- B. All students will have access to the curriculum
- C. Through identifying where children are at, an accurate point of need can be determined and appropriate learning challenges set to meet new learning targets
- D. Progress will be measured throughout learning programs using formative assessment and teaching strategies reviewed to ensure that learning has occurred.
- E. Tests and exams provide a snapshot of learning, though to obtain a comprehensive analysis of a student’s development, further monitoring and observation is required.
- F. Whole School Plans are developed to monitor implementation of the Western Australian Curriculum and EYLF throughout phases of learning and between classes

## Responsibilities

- A. **Council**
  - 1. Monitoring and revising this policy as needed
  - 2. Oversee the implementation of Western Australian Curriculum
- B. **Coordinator**

1. Analyse the results of Standardized Assessment and provide reports to School Council and an Annual Report published on the School website
2. Support staff to implement Formative and Summative Assessments, interpret data and respond to student need.
3. Facilitate Whole School Planning and Review
4. Ensure that the Kerry Street Values and Philosophy document is upheld in all aspects of programs
5. Seek input and review from parents through Whole School meetings, Surveys etc.
6. Performance Appraisal of staff
7. Allocate resources for Professional Development
8. Mentor staff, including supporting teachers to transition between Graduate and Proficient status.

#### **C. Class Teachers**

1. Deliver curriculum that supports General Capabilities of the curriculum as well as targets achievement standards
2. Adjust the learning environment and strategies to meet the needs of individual students, Strategic and Operational Plan objectives, School Improvement Plan priorities and Key Improvement Areas of Quality Improvement Plan.
3. Collaborate with colleagues to develop and review Whole School Plans
4. Participate in Collegiate mentoring, classroom walk throughs, planning sessions
5. Regularly review data on student achievement and make adjustments to curriculum delivery to meet the needs of individuals and the class
6. Respond to Performance Appraisal feedback and develop/review Performance Action Plans
7. Participate in Professional Learning

#### **D. Teaching Staff**

1. Support teaching staff to implement teaching and learning programs
2. Participate in Whole School Planning and Reviews

#### **E. Parents**

1. Provide all relevant information to the school about their child
2. Be involved in strategies for assisting their child to learn and be engaged at school

### **Related Legislation**

- A. School Education Act 1999
- B. School Education Regulations 2000
- C. Curriculum Council Act 1997
- D. Disability Discrimination Act 1992

- E. Disability Standards for Education 2005

## **Related Kerry Street Documentation**

- A. Policies including:
  1. Curriculum Policy
  2. Reporting to Parents Policy
  3. Students at Educational Risk Policy
  4. Behaviour Guidance Policy
  5. Attendance, Illness and Truancy Policy
  6. Non-discrimination Policy
  7. Child Protection Policy

## **Contact Person**

Enquires relating to this policy should be directed to the School Coordinator.

## **Breaches of this Policy**

Any breach of this policy may result in disciplinary action up to and including termination.

## **Attachments**

- A. Procedures

## **Authorisation and Review**

- A. New policy created September 2012
- B. Reviewed 09/09/13
- C. Reviewed by staff and council November 2014
- D. Reviewed October 2015 and approved by Council and Coordinator
- E. Reviewed 10-09-2016
- F. To be reviewed October 2017

*Helen Sugars Duff*

**Procedures**

**Weekly Teacher meetings**

- A. Every week teachers discuss planning, monitoring, assessment, student support issues, etc.
- B. Student achievement and development is reviewed with reference to Individual Education Plans [IEP], Collaborative Action Plans [CAP] and RTI Group Education Plans [RTI], if relevant.
- C. Reviews of Standardised Assessment data and design/review of class based assessments are facilitated.
- D. Whole school plans are developed to ensure that the Australian Curriculum Assessment and Reporting Authority (ACARA) achievement standards and general capabilities are addressed in line with school priorities.
- E. Collegial advice is sought to develop effective teaching strategies to differentiate curriculum and address the needs of individual students using research based approaches.
- F. Reports from external sources such as psychologists etc. may also be tabled during teacher meetings.
- G. Coordination of collaborative sessions that maximises the best learning opportunities for all students, including extension and support are covered.

**Teacher conversations**

- A. Informal conversations between the Coordinator and teachers covering classroom issues including behaviour, learning, and planning occur spontaneously and in teacher meetings.
- B. Review of class based Formative, Summative and Standardized Assessment data is scheduled throughout the year.
- C. Mentoring for new graduate teachers to achieve proficient status is facilitated by the Coordinator.

**Classroom Observations**

- A. Teachers are encouraged to gather information about student learning through observations and documentation using the monitoring tools (mentioned below), and report to colleagues and the Coordinator privately or in teacher meetings.
- B. Teachers may also collate collections of photos, and portfolios of students work.
- C. Student self-reflections are sought.
- D. Timely, effective and appropriate feedback is provided to students, relative to their learning goals, to ensure progress.

**Student Files**

- A. Cumulative work sample files will be collated for each individual student which will become a handover file for new teachers and a record of progress. These will be shared with parents at IEP meetings, though retained by the school in archives.
- B. A whole school schedule for monitoring and standardised testing will be established and reviewed annually and each student's results stored in the student file.

### **Parent Conversations**

- A. Informal discussions at the end or beginning of the day between the Coordinator or teacher and a parent.
- B. These discussions can be a means for parents and staff to report on wellbeing, progress or learning issues, and to discuss plans for improvement.
- C. Reviews of Individual Education Plans (IEP's) and/or Collaborative Action plans (CAP'S) are held quarterly and new goals set in conjunction with parents and students.

### **Whole School Planning meetings**

- A. Whole school planning meetings are held at the end of the year, or beginning of the year, with all staff.
- B. Planning Meetings are an opportunity to discuss what has been covered, how plans are implemented, discuss behaviour management policy and procedure, timetabling etc.
- C. Discuss teacher planning.
- D. Review School Improvement Plan, Strategic Plan and Operational Plan
- E. Review of the previous year and plan for the year coming.
  - What we did well?
  - What we didn't
  - What needs changing?
  - What needs to be implemented in the future?

### **School psychologist**

- A. In cases where children do not thrive, the services of an educational psychologist may be engaged, with parent consent, to analyse and recommend targeted programmes. eg. literacy and numeracy evaluations

### **Standardised tests**

- A. Standardised test data is communicated to Council and the community through Annual Reports. Standardised testing may include:
  - South Australian Spelling Test
  - Sutherland Phonological Awareness Test
  - Maths Assessment Interview
  - NAPLAN

### **Monitoring Tools**

- Literacy net
- Observation Survey – Concepts About Print

- PM Benchmarks
- Informal Prose Inventory
- Words Their Way
- First Steps Literacy and Mathematics
- Mathematics Interviews
- SENA test
- Western Australian Curriculum
- Checklists/rubrics
- Peer reviews
- Student self-reflection
- Class Based assessment
- Mathematics report

## **Reporting**

- A.** In accordance with the National Education Agreement and School Curriculum Standards Authority [SCSA], written reports will be presented to parents twice a year that provide an accurate and objective assessment of each student's progress and achievement.
- B.** A 5 point Grade Scale will be used to report student progress towards National Curriculum achievement standards from Pre-Primary to Year 6.