



POLICY STATEMENT

The School Curriculum and Standards Authority require all schools to implement the Western Australian Curriculum and Assessment Outline meet the learning needs of all students.

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 6 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.

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
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/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 <i>School Education Act 1999</i> .
Reporting	Reporting is the process of formally and informally communicating student achievement to parents, carers and students.

PROCEDURES

Curriculum

Scarborough Primary School will implement the Pre-Primary to Year 6 Western Australian curriculum in accordance with:

- the *Policy Standards for Pre-Primary to Year 6: 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

Assessment

Scarborough 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 6 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 judgments.
- use data from prescribed national and statewide assessments to inform teacher judgments about student achievement

Reporting

Scarborough Primary School will:

- use plain language to report to parents/carers on the achievements of Pre-Primary to Year 6 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 6: 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 Authority end of Semester Two achievement descriptors/grades for individual Pre-Primary to Year 6 students.

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 element 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 6

Principles of Learning, Teaching and Assessment

Western Australian Curriculum and Assessment Outline Implementation Timeline

Assessment

Assessment Activities

Assessment Principles and Reflective Questions

Judging Standards 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) 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 6: Teaching Assessing and Reporting

POLICY STANDARDS

These policy standards are to be read in conjunction with the *Pre-Primary to Year 6: Teaching, Assessing and Reporting Policy*. These standards are mandatory and set out the minimum requirements for curriculum planning and reporting on student achievement.

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 6 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 6 provided in the Outline.

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.

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	6	
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**	O	O	O
Technologies	R****	R****	R****	R****	R****	R****	R****	R****	R****	O	O	O
Languages	O	O	O	R****	R****	R****	R****	R****	R****	O	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 6.

In Years 9 and 6 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: 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

R**** = Where possible, schools should provide Languages education from Pre-Primary to Year 6. 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 6 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 Mathe- matics 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.

REPORTING ON STUDENT ACHIEVEMENT

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*.

Achievement in learning areas

In Western Australia, student achievement is reported on a five-point scale for all years from Pre-Primary to Year 6.

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 3–6, letter grades and achievement descriptors outlined in Table 3 must be used.

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.

² For Pre-Primary to Year 6, 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'

Pre-Primary to Year 6 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.

For Years 3–6, 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.