

## **CURRICULUM, ASSESSMENT AND REPORTING PROCEDURES**

**EFFECTIVE: 2018**

**Reviewed: 2020**

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## DEPARTMENT OF EDUCATION POLICY RULES

Principals, in consultation with teaching staff, must develop school based assessment and reporting plans that:

- comply with the requirements of the School Curriculum and Standards Authority;
- assess and report achievement of each student from Kindergarten to Year 12 at the end of each semester; and
- comply with the *Curriculum, Assessment and Reporting Procedures*.

## DEPARTMENT OF EDUCATION PROCEDURES

### CURRICULUM

Teaching staff must deliver a curriculum:

- that complies with the School Curriculum and Standards Authority (SCSA) who determine the curriculum directions;
- to all Kindergarten to Year 6 students that addresses their specific learning needs and is consistent with the requirements of the *Western Australian Curriculum*;
- that provides all students from Kindergarten to the end of the primary school years with opportunities to receive at least fifty percent of curriculum instruction in literacy and numeracy; and
- that provides all students from Kindergarten to Year 6 with the opportunity to participate in at least two hours of physical activity each week, during the school day, as part of the learning program.
- that adheres to the school's set Operational Plans

### ASSESSMENT AND REPORTING

Schools must have school based assessment and reporting plans that:

- comply with the requirements of the School Curriculum and Standards Authority for students in Pre-primary to Year 10;
- specify how teachers will report achievement of each student from Kindergarten to Year 6 at the end of each semester, including the requirements that Department-endorsed reporting templates are used for Pre- primary to Year 10;

#### **Guidance**

*The requirements of the School Curriculum and Standards Authority for assessment and reporting plans include that principals and teachers:*

- *provide individual students with feedback on their learning;*
- *use student achievement information to inform planning for future learning programs;*
- *make judgments of student achievement in relation to expected standards;*
- *administer prescribed national, State and system assessments to students and distribute the associated reports to parents; and*
- *communicate with parents about student achievement and progress.*

*In Western Australia, the School Curriculum and Standards Authority is responsible for setting the standards of student achievement, and for the assessment and certification of student achievement according to those standards.*

## CURRICULUM DELIVERY AT COMO PRIMARY SCHOOL

The school curriculum is responsive to the National Curriculum through the direction of the School Curriculum and Standards Authority, (SCSA).

Learning and teaching programs at Como Primary School are school wide and are expected to be the backbone of all planned learning experiences. It is accepted that teachers will access other support resources to supplement the school wide programs to ensure a range of opportunities and delivery of the curriculum.

The school recognises the need for providing an alternative learning program/ curriculum to certain students. This is reflected in the use of Individual and Group Education Plans written with SMART (Specific, Measurable, Achievable and Relevant) goals and a differentiated curriculum being offered within each classroom.

The school uses detailed Operational Plans for Mathematics, English, The Humanities and Science which teachers are expected to adhere to. These documents clearly state the expectations for each learning area including frequency, purpose and direction.

As a school there are established commitments and strategies in delivery of the curriculum, appearance of classrooms and presentation of student work.

Across all learning areas these commitments, key strategies and general undertakings include;

- Share lesson intention with students before and during the planned period of learning
- Purposeful and explicit feedback is given to students to enable them to move forward in their learning.
- Ensure the learning environment is conducive for maximising learning through:
  - Print rich environment - displaying student work, support charts (frameworks etc.), word walls
  - Maximising use of English and Mathematics learning blocks (120 min & 60 min respectively)
  - Integrating ICT as a learning resource
  - Early morning reading program (8:45 – 9:00 am) K-3
- Ensure NAPLAN year level students are thoroughly prepared for NAPLAN by conducting mock tests in test conditions, using the preparation program available through DoE online resources. Ensuring typing skills are efficient for NAPLAN Online testing.
- Ensure Kindergarten and Pre-Primary students experience explicit teaching of literacy and numeracy with play based learning and purposeful free play.
- Strong focus upon oral language in early years (K – 2)
- Presentation of student work to be maintained at a high standard by ensuring;
  - All work to be ruled, titled and dated.
  - Work found to not be of a high standard is removed, repeated and poor example stapled to the new.
- Use Explicit teaching model as adopted across the school
  - **Warm Up** Activity
  - **I DO** (Define skill to be taught. Demonstrate skill. Clearly explain each step. Revise. Reinforce)
  - **WE DO** (Practice skill, Group activities, Teacher's role)
  - **YOU DO** (Individual activities, Teacher individual feedback and monitoring)
  - **PLOUGH BACK** (Review the lesson content/ learning intention)
- Use a case management approach to lead to improvements in student learning.
  - Set individual targets for individuals, and groups of students, based on NAPLAN band performance, ACER PAT testing percentiles and school grade allocation.
  - Intervention for students failing to meet minimum standard.
  - Write and implement purposeful IEPs for students below the minimum benchmark and those with identified learning needs. Be mindful that differentiation is not less of the same
  - Extension for students performing well above expected levels. Extension is not more of the same.
- Teach content as it appears in the Curriculum and Standards Authority (SCSA) Scope and Sequence documentation.

## ASSESSMENT AT COMO PRIMARY SCHOOL

The school uses a range of assessment tools to gather data to support teacher judgments and determine successes against established school targets. These include system assessments (NAPLAN, On-entry, AEDI Census), Formal Australian standardised assessments: ACER PAT – Mathematics, Comprehension, Grammar, Spelling and Science tests, SCASA Benchmarks in Literacy and Numeracy, school made tables mastery records, and Oxford sight word records. A variety of other assessment strategies and tools are also used by staff and may include: checklists, matrices, anecdotal notes, open ended tasks notes and student self-reflections. The BrightPath measuring tool is used to assess writing tasks and to moderate writing tasks across year levels.

Teachers collate individual student results annually and enter student information on a standardized spreadsheet. This is used by the proceeding year's teacher to level and know student abilities resulting in effective learning programs starting each year in a timelier manner.

This spreadsheet includes the ability to hold interview notes that provide vital notes for future teachers as well as a comprehensive student profile summary including additional agency intervention, student services needs and individualized specific actions the student receives. It is mandatory for every teacher in the school to complete annually, add interview notes in a timely manner and refer to when receiving new class lists for the commencement of the new year. (Appendix 1 & 2)

Twice a year data is collected, for all students, in relation to their achievement against the School Benchmarks. These 'benchmarks' are taken directly from the ACARA judging standards and reflect those statements that are measurable and observable. Parents receive a booklet outlining the year level benchmarks which should help support them with homework.

The annual assessment schedule is as follows (due dates fluctuate annually and as such are reflected in Term planners);

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>On Entry Assessment –Pre Primary</li> </ul> PAT Testing before end Week 5: Including Science <ul style="list-style-type: none"> <li><i>Common Assessment Task – Mathematics K – 6</i></li> <li>Common Assessment Task: Writing Use: Brightpath and SCSEA Benchmarks PAT AGAT Testing</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN Yr. 3 &amp; 5</li> <li>Common Assessment: Writing Use: Brightpath and SCSEA Benchmarks to assist with formal report writing.</li> <li>Common Assessment Task – Comprehension K - 6</li> </ul>	<ul style="list-style-type: none"> <li>National Survey (every second year)</li> <li>Writing Common Assessment</li> </ul> Common Assessment Task – Mathematics K – 6 <ul style="list-style-type: none"> <li>Common Assessment: Writing Use: Brightpath and SCSEA Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>PAT Testing Mathematics(1-6), Comprehension(1-6), Spelling(3-6), Grammar(3-6) Science(3-6)</li> <li>Benchmarks K – 6</li> </ul> Teachers to use these to assist with formal report writing. Common Assessment: Writing Use: Brightpath and SCSEA Benchmarks <ul style="list-style-type: none"> <li>Student Profiles Completed</li> <li>School Annual Report</li> </ul>

## REPORTING AT COMO PRIMARY SCHOOL

The school reports to parents in a range of formal and informal modes.

The formal reporting cycle adheres to the Department of Education guidelines and ensures all requirements are met to the expected standard.

The school recognises the need of providing an alternative learning program/ curriculum to certain students. This is reflected in the use of the system Special Educational Needs (SEN) tool by teachers across the school to develop and record individualised educational programs and as tool for reporting to parents when an alternative program is in place.

Western Australian Curriculum achievement standards 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 should 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 would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement.

## REPORTING TO PARENT OPPORTUNITIES

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>• Introductory class meetings involving teacher and parents. Completed by end of Week 4</li></ul> <p>Interim Report Years 1-6</p> <ul style="list-style-type: none"><li>• Ongoing opportunity for scheduled interviews throughout the term.</li></ul>	<ul style="list-style-type: none"><li>• Formal system reports. Posted to Connect to be viewed online during the last week of term.</li></ul> <p>Portfolios for K</p> <ul style="list-style-type: none"><li>• Ongoing opportunity for scheduled interviews throughout the term.</li><li>• Timely parent meetings scheduled by teachers to ensure 'no surprises' regarding reporting of achievement in formal reports.</li></ul>	<ul style="list-style-type: none"><li>• School Open Evening held Week 9/10.</li><li>• Ongoing opportunity for scheduled interviews throughout the term.</li></ul>	<ul style="list-style-type: none"><li>• Formal system reports. Posted to Connect to be viewed online during the last week of term.</li><li>• Ongoing opportunity for scheduled interviews throughout the term.</li><li>• Timely parent meetings scheduled by teachers to ensure 'no surprises' regarding reporting of achievement in formal reports.</li></ul>

The school has developed our school based reporting plans that are reflected in the following expectations across the school. These are to be viewed as an expected minimum requirement. Teachers may, upon request, add additional comments to learning areas and in some situations add a context.

NB. All teachers are expected to write a comment for students awarded an E- Very Limited Achievement grade for the relevant learning area.

## REPORTING SCHEDULE

Learning areas	Semester One – Each Year	Semester Two – Each Year	Context
<b>English</b>	<p>PP</p> <ul style="list-style-type: none"> <li>one grade for English</li> <li>achievement descriptors not letter grades.</li> <li>no strand elaboration</li> <li>comment required</li> </ul> <p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for English</li> <li>use achievement descriptors not letter grades.</li> <li>grade with strand elaborations:</li> </ul> <p>Reading &amp; Viewing Writing Speaking and Listening</p> <ul style="list-style-type: none"> <li>comment required</li> </ul> <p>Yr. 3 – 6</p> <ul style="list-style-type: none"> <li>one grade for English</li> <li>use letter grades.</li> <li>Grade with strand elaborations</li> </ul> <p>Reading &amp; Viewing Writing Speaking and Listening</p> <ul style="list-style-type: none"> <li>comment required</li> </ul>	<p>PP</p> <ul style="list-style-type: none"> <li>one grade for English</li> <li>achievement descriptors not letter grades.</li> <li>no strand elaboration</li> <li>comment required</li> </ul> <p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for English</li> <li>use achievement descriptors not letter grades.</li> <li>grade with strand elaborations:</li> </ul> <p>Reading &amp; Viewing Writing Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>comment required</li> </ul> <p>Yr. 3 - 6</p> <ul style="list-style-type: none"> <li>one grade for English</li> <li>use letter grades.</li> <li>grade with strand elaborations:</li> </ul> <p>Reading &amp; Viewing Writing Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>comment required</li> </ul>	N/A
<b>Mathematics</b>	<p>PP</p> <ul style="list-style-type: none"> <li>one grade for Mathematics</li> <li>use achievement descriptors not letter grades.</li> <li>no strand elaboration</li> <li>comment required</li> </ul> <p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for Mathematics</li> <li>use achievement descriptors not letter grades.</li> <li>Grade with strand elaborations</li> </ul> <p>Number &amp; Algebra Measurement &amp; Geometry Statistics and Probability</p> <ul style="list-style-type: none"> <li>comment required</li> </ul>	<p>PP</p> <ul style="list-style-type: none"> <li>one grade for Mathematics</li> <li>use achievement descriptors not letter grades.</li> <li>no strand elaboration</li> <li>comment required</li> </ul> <p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for Mathematics</li> <li>use achievement descriptors not letter grades.</li> <li>Grade with strand elaborations</li> </ul> <p>Number &amp; Algebra Measurement &amp; Geometry Statistics &amp; Probability</p> <ul style="list-style-type: none"> <li>comment required</li> </ul>	N/A

	<p>Yr. 3 – 6</p> <ul style="list-style-type: none"> <li>one grade for Mathematics</li> <li>use letter grades.</li> <li>grade with strand elaborations:</li> </ul> <p>Number &amp; Algebra Measurement &amp; Geometry Statistics &amp; Probability</p> <ul style="list-style-type: none"> <li>comment required</li> </ul>	<p>Yr. 3 – 6</p> <ul style="list-style-type: none"> <li>one grade for Mathematics</li> <li>use letter grades.</li> <li>grade with strand elaborations:</li> </ul> <p>Number &amp; Algebra Measurement &amp; Geometry Statistics &amp; Probability</p> <ul style="list-style-type: none"> <li>comment required</li> </ul>	
<b>Science</b>	<p>PP</p> <ul style="list-style-type: none"> <li>one grade for Science</li> <li>achievement descriptors not letter grades.</li> <li>no strand elaboration</li> <li>comment required</li> </ul> <p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for Science</li> <li>achievement descriptors not letter grades.</li> <li>Grade against context</li> <li>Comment required</li> </ul> <p>Yr. 3 – 6</p> <ul style="list-style-type: none"> <li>one grade for Science</li> <li>letter grades.</li> <li>grade against context</li> <li>comment required</li> </ul>	<p>PP</p> <ul style="list-style-type: none"> <li>one grade for Science</li> <li>achievement descriptors not letter grades.</li> <li>no strand elaboration</li> <li>comment required</li> </ul> <p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for Science</li> <li>achievement descriptors not letter grades.</li> <li>grade against context</li> <li>comment required</li> </ul> <p>Yr. 3 – 6</p> <ul style="list-style-type: none"> <li>one grade for Science</li> <li>letter grades.</li> <li>grade against context</li> <li>comment required</li> </ul>	<p><b>2018</b></p> <p>Sem. 1</p> <ul style="list-style-type: none"> <li>Physical Sciences</li> </ul> <p>Sem. 2</p> <ul style="list-style-type: none"> <li>Biological Sciences</li> <li>Science Inquiry Skills</li> </ul> <p>2019</p> <p>Sem. 1</p> <ul style="list-style-type: none"> <li>Earth &amp; Space Sciences</li> </ul> <p>Sem. 2</p> <ul style="list-style-type: none"> <li>Physical Sciences</li> <li>Science Inquiry Skills</li> </ul> <p><b>2020</b></p> <p>Sem. 1</p> <ul style="list-style-type: none"> <li>Biological Sciences</li> </ul> <p>Sem. 2</p> <ul style="list-style-type: none"> <li>Chemical Sciences</li> <li>Science Inquiry Skills</li> </ul> <p>Please note that in Reporting to Parents The broader areas of Science Understanding And Science Inquiry Skills Are the areas reported.</p>
<b>Humanities and Social Sciences</b>	<p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for Humanities and Social Sciences</li> <li>achievement descriptors not letter grades.</li> <li>grade against context</li> </ul> <p>Yr. 3 – 6</p> <ul style="list-style-type: none"> <li>one grade for Humanities and Social Sciences</li> <li>letter grades.</li> <li>grade against context</li> <li>No comment required</li> </ul>	<p>Yr. 1 – 2</p> <ul style="list-style-type: none"> <li>one grade for Humanities and Social Sciences</li> <li>achievement descriptors not letter grades.</li> <li>grade against context.</li> </ul> <p>Yr. 3 – 6</p> <ul style="list-style-type: none"> <li>one grade for Humanities and Social Sciences</li> <li>letter grades.</li> <li>grade against context</li> <li>No comment required</li> </ul>	<p>2018:</p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>History (PP-6)</li> <li>Civics and Citizenship (Years 3-6)</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>Geography (PP-6)</li> <li>Economics (Years 5-6)</li> </ul> <p><b>2019 -</b></p> <p>Sem. 1</p> <ul style="list-style-type: none"> <li>History</li> </ul> <p>Sem. 2</p> <ul style="list-style-type: none"> <li>Geography</li> </ul> <p>2020</p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>History (PP-6)</li> <li>Civics and Citizenship (Years 3-6)</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>Geography (PP-6)</li> <li>Economics (Years 5-6)</li> <li>Civics and Citizenship (Years 3-6)</li> <li>Economics (Years 5-6)</li> </ul>
<b>Languages</b>  French	<p>Identified grades</p> <ul style="list-style-type: none"> <li>one grade for Languages</li> <li>use letter grades.</li> <li>Grade against context</li> <li>No comment required.</li> </ul>	<p>Identified grades</p> <ul style="list-style-type: none"> <li>one grade for Languages</li> <li>use letter grades.</li> <li>Grade against context</li> <li>Comment required Year 6 only</li> </ul>	<p><b>2018 - 2020</b></p> <p>Sem. 1 and 2</p> <ul style="list-style-type: none"> <li>Listening, Responding and Speaking-Years 5-6</li> <li>+ Viewing, Reading and Responding Years 5-6</li> <li>+ Writing: Years 5-6</li> </ul> <p>*Year 3 and 4 2019 will be reported on using The Western Australian Curriculum.</p>



<b>The Arts</b>  Music  Visual Arts	Yr. 1 – 2 <ul style="list-style-type: none"> <li>one grade for Music</li> <li>one grade for Visual Arts</li> <li>achievement descriptors not letter grades.</li> <li>grade against context</li> <li>no comment required</li> </ul> Yr. 3 – 6 <ul style="list-style-type: none"> <li>one grade for Music</li> <li>one grade for Visual Arts</li> <li>use letter grades.</li> <li>grade against context</li> <li>no comment required</li> </ul>	Yr. 1 – 2 <ul style="list-style-type: none"> <li>one grade for Music</li> <li>one grade for Visual Arts</li> <li>achievement descriptors not letter grades.</li> <li>grade against context</li> <li>no comment required</li> </ul> Yr. 3 – 6 <ul style="list-style-type: none"> <li>one grade for Music</li> <li>one grade for Visual Arts</li> <li>use letter grades.</li> <li>grade against context</li> <li>comment required Year 6 only</li> </ul>	<b>2018-2020</b> Arts Making Arts Responding Semester 2 Arts Making Arts Responding Semester 2
<b>Health and Physical Education</b>	Yr. 1 – 2 <ul style="list-style-type: none"> <li>One grade for Health</li> <li>One grade for Physical Education</li> <li>use achievement descriptors not letter grades.</li> <li>Grade against context</li> <li>No comment required</li> </ul> Yr. 3 – 6 <ul style="list-style-type: none"> <li>one grade for Health</li> <li>one grade Physical Education</li> <li>use letter grades.</li> <li>grade against context</li> <li>no comment required</li> </ul>	Yr. 1 – 2 <ul style="list-style-type: none"> <li>One grade for Health</li> <li>One grade Physical Education</li> <li>use achievement descriptors not letter grades.</li> <li>Grade against context</li> <li>No comment required</li> </ul> Yr. 3 – 6 <ul style="list-style-type: none"> <li>one grade for Health</li> <li>one grade Physical Education</li> <li>use letter grades.</li> <li>grade against context</li> <li>no comment required</li> </ul>	<b>2018-2020</b> Sem. 1 and 2 Movement and Physical Activity (PE) Personal, social and community (Health)
<b>Technologies</b>	Yr. 1 – 2 <ul style="list-style-type: none"> <li>one grade for Technologies</li> <li>use achievement descriptors not letter grades.</li> <li>Grade against context taught</li> <li>No comment required</li> </ul> Yr. 3 – 6 <ul style="list-style-type: none"> <li>one grade for Technologies</li> <li>use letter grades.</li> <li>Grade against context taught</li> <li>No comment required</li> </ul>	Yr. 1 – 2 <ul style="list-style-type: none"> <li>one grade for Technologies</li> <li>use achievement descriptors not letter grades.</li> <li>Grade against context taught</li> <li>No comment required</li> </ul> Yr. 3 – 6 <ul style="list-style-type: none"> <li>one grade for Technologies</li> <li>use letter grades.</li> <li>Grade against context taught</li> <li>No comment required</li> </ul>	Semester 1  PP-2: Design Technologies: Years 3-6: Digital Technologies  Semester 2 PP-2: Digital Technologies Years 3-6 Design Technologies

## REPORT COMMENTS

The school has determined that comments should consist of the descriptors found in the SCSA Judging Standards documents. Comments should reflect those pointers taught in any given reporting period. Appropriate and relevant changes between the descriptors are to be applied to reflect higher or lower achievement to the 'C' standard. Written comments should be in plain language for all community members to understand.

### Reporting on student attributes

In addition to reporting students' achievement in the eight learning areas identified, the school's formal reports to parents include information relating to the development of other student attributes that influence learning.

Comments are expected for all students in;

English PP – 6- detailed  
Mathematics PP – 6- detailed  
Science- one general sentence  
General Comment PP – 6  
Recipients of Learning Area – 'E' -Very limited achievement

### For Pre-Primary to Year 6, all formal school reports include:

- a teacher assessment of the student's attitude, behaviour and effort
- an overall teacher comment
- a comment by the Principal
- any additional information the school considers relevant.

## MID-YEAR REPORTING

Western Australian Curriculum achievement standards 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 should 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 would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement.

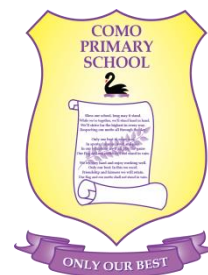
### The Next Step by Staff:

Analysis of data, trends and further planning:

Regular phase and year-group teacher meetings to discuss moderated tasks and standardized tests in order to identify areas of strength and weakness. To also identify students who may need to be extended or supported further in their acquisition of skills or knowledge to be identified and their progress monitored.

Time to be given to teachers during planned after school meetings to complete this analysis.

Teachers to meet in year level groups to analyse data collected after PAT testing has been completed in October each year and before Week 6 of Term 4. This will provide important data to inform whole school and year level planning for the following year.



## APPENDIX 1

### STUDENT PROFILE SUMMARY

COMO PRIMARY SCHOOL

#### STUDENT PROFILE RECORD

Surname	First Name	DOB	Gender	Medical	Other

Parent Interview Summaries	K	PP	1	2	3	4	5	6
Class Issues								
<b>DEVELOPEMENTALLY VULNEABLE</b>								
DGP Care / Involvement A – Active H – Historical								
Education Assistant Support SP – Schools Plus. I – informal								
IEP/GEP Available								
SAER								
PEAC/JETS/ACES Program								
Attendance Issues								
<b>SPECIAL AGENCIES/INTERVENTION</b>								
Psychologist								
Paediatrician Docs. Available								
Speech Path. Docs. Available								
Occ. Therapist Docs. Available								
Visiting Teacher – Special Needs								
Primary Behaviour Centre								
School Nurse Intervention								
Optometrist Docs. Available								
Audiologist Docs. Available								
Physiotherapist Docs. Available								
Disability Services								
AIEO								
School Chaplain Counselling								
Schools Volunteer Program								

## APPENDIX 2

### STUDENT ACADEMIC PROFILE

#### COMMON ASSESSMENT PROFILE – NUMERACY

Year	Maths Sample Completed	PAT Maths	On Entry	NAPLAN Band Level	Tables Mastery
Kindy					
PP					
Yr 1					
Yr 2					
Yr 3					
Yr 4					
Yr 5					
Yr 6					

#### COMON ASSESSMENT PROFILE - LITERACY

	Writing Sample Completed	NAPLAN Band Level				PAT Grammar	PAT Comprehension	PAT Spelling	Oxford Sight Word List February	Oxford Sight Word List December	Benchmarks	Reading Age	Cars Level
On Year/Grade		R	W	S	G&P								
Kindy													
PP													
Yr 1													
Yr 2													
Yr 3													
Yr 4													
Yr 5													
Yr 6													

*NB. Principals have the final authority to determine the content of the school based assessment and reporting plan.*

## APPENDIX 3

### SCHOOL WIDE BENCHMARKS

# ***ACHIEVEMENT BENCHMARKS***

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## WHAT THIS BOOKLET REPRESENTS

The assessment pointers displayed in this booklet, represent a part of what a teacher uses to determine the success of a student's learning. They represent an element of what students should be able to demonstrate, by the end of their school year, to be judged as working at a satisfactory level in English and Mathematics, 'C' grade on a report.

Not every pointer from the English and Mathematics judging standards are included in this booklet, just the ones that are more easily identifiable and discernible by students thus making them more helpful to parents.

The judging standards for English and Mathematics are obtained from the School Curriculum and Standards Authority (SCSA) which are gleaned from the National Curriculum.

The achievement benchmarks allotted to the Oxford Sight Words are a school based level which has been determined using historical evidence of student achievement at Como Primary School.

It is important to note that the judging standards of student performance are examples of *what students may demonstrate* at the conclusion of a full school year of curriculum delivery rather than a checklist of *everything they should do*.

For reporting, they are used to make on-balance judgments about achievement based on what has been taught and assessed during the reporting period.

# KINDERGARTEN

## ENGLISH

- Recognise the letters of the alphabet
- Recognise high frequency sight words
- Deliver short oral presentations to peers

## MATHS

- Names numbers in sequence to 20
- Knows the days of the week

## Sight Words

In the early lists the first:

- **25 words** make up approximately 1/3 of all items published
- **100 words** comprise approximately ½ of all of the words found in publications
- **300 words** make up approximately 65% of all written material

<b>Year Level (End of)</b>	Kindergarten
<b>Word/List Level</b>	First 50



## PRE PRIMARY

### ENGLISH

- Reads short predictable texts with some fluency.
- Writes short simple sentences.
- Writes familiar words
- Correctly spells simple CVC words
- Recognise lower and upper case letters
- Capital letters used for names.
- Capital letters and full stops signal beginning and end of sentences.
- Recognise high frequency sight words
- Deliver short oral presentations to peers
- Produce some lower case and upper case letters using learned letter formations
- Leaves spaces when writing
- Uses proper upper and lower case letters
- Writes from top to bottom
- Construct texts using software including word processing programs

### MATHS

- Counts numbers to and from 20 starting from any point
- Connects a number name with numerals and quantities.
- Models addition
- Can group object using common characteristics
- Compares length, mass and capacity
- Connects everyday events to the days of the week.
- Can sort familiar 2D and 3D objects

### Sight Words

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- **25 words** make up approximately 1/3 of all items published
- **100 words** comprise approximately ½ of all of the words found in publications
- **300 words** make up approximately 65% of all written material

Year Level (End of)	PRE PRIMARY
Word/List Level	First 50

## YEAR 1

### ENGLISH

- Recognise the vowels
- Recognise common digraphs and blends
- Recognise high frequency sight words
- Writes using unjoined lower case and upper case letters
- Writes correctly formed letters
- Uniform size
- Writes simple sentences
- Uses adjectives
- Spells high frequency words
- Correctly uses capitals and full stops
- Construct texts that incorporate supporting images using software including word processing programs
- Reread own texts and discuss possible changes to improve meaning, spelling and punctuation

### MATHS

- Counts to and from 100
- Can locate numbers of a number line
- Can solve simple one-digit addition problems.
- Can solve simple one digit subtraction problems
- Partitions numbers using place value
- Recognises  $\frac{1}{2}$  a two equal parts of a collection
- Identifies Australian coins according to value
- Can skip count by 2, 5 and 10
- Orders lengths of objects and capacities of containers using uniform informal units.
- Tells time to half hour on analogue and digital clocks
- Gives and follows simple directions to move from place to place
- Can describe common 2D and 3D objects

### Sight Words

In the early lists the first:

- **25 words** make up approximately 1/3 of all items published
- **100 words** comprise approximately  $\frac{1}{2}$  of all of the words found in publications
- **300 words** make up approximately 65% of all written material

Year Level (End of)	YEAR 1
Word/List Level	Second 100

### ENGLISH

- Recognise high frequency sight words
- Spells familiar words correctly
- Recognise capital letters signal common nouns and start of sentences
- Uses full stops correctly.
- Recognise commas used to separate items.
- Recognise common prefixes and suffixes and their actions
- Uses adjectives and adverbs
- Edits text for spelling, sentence-boundary punctuation and text structure
- Write legibly and with growing fluency using unjoined upper case and lower case letters
- Writing correctly sizes, spaces between words and on the line.
- Construct texts featuring print, visual and audio elements using software, including word processing programs

### MATHS

- Names numbers in sequence to and from 20
- Knows how many days in a week
- Counts to and from 1000
- Solves simple addition and subtraction problems
- Divides collections into halves, quarters and eighths.
- Counts and orders Australian coins according to value.
- Can tell the time to the quarter hour.
- Can use a calendar to identify date and months including seasons
- Can draw 2D shapes
- Can identify features of 3D shapes
- Interprets simple maps of familiar locations.
- Can collect data to create simple lists, tables and pictographs.

### Sight Words

In the early lists the first:

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- **300 words** make up approximately 65% of all written material

Year Level (End of)	YEAR 2
Word/List Level	200

## YEAR 3

### ENGLISH

- Recognise high frequency sight words
- Writes simple and some complex sentences
- Spells most common words accurately
- Edits texts for spelling, boundary punctuation, capitalisation, meaning, grammatical choices and punctuation
- Write using joined letters that are clearly formed and consistent in size.
- Spaces between each word and on the line
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements

### MATHS

- Skip counts by twos, fives and tens (starting at zero)
- Counts to and from 10 000.
- Locate these numbers on a number line
- Classifies numbers as odd or even
- Recognises one-half, quarter, thirds and fifths
- Can solve simple one digit addition and subtraction problems
- Can explain place value to 100s e.g. 142 1 hundred, 4 tens and 2 ones
- Can count out change from a simple financial transaction e.g. 60c change from \$1.00
- Tell time to half hour on analogue and digital clocks
- Correctly uses months, weeks, days, hours as terms of duration.

### Sight Words

In the early lists the first:

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- **300 words** make up approximately 65% of all written material

Year Level (End of)	YEAR 3
Word/List Level	300

## YEAR 4

### ENGLISH

- Most common words accurately
- Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech.
- Recognise homophones and context to use correctly
- Edits for meaning by adding, deleting or moving words or word groups to improve content and structure
- Edits for accurate punctuation
- Write using clearly-formed joined letters, and develop increased fluency and automaticity
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements

### MATHS

- Can explain why a number is odd or even
- Recognise and orders numbers to at least tens of thousands
- Can multiply large numbers by two digit numbers
- Solve division by one digit number
- Recall multiplication facts up to 10 x 10 and related division facts
- Locates familiar fractions on a number line.
- Identifies common equivalent fractions
- Converts between units of time
- Measured temperature, length, area, volume and mass using scaled instruments and units
- Interprets maps accurately
- Compares angles to a right angle

### Sight Words

Year Level (End of)	YEAR 4
Word/List Level	400+

## YEAR 5

### ENGLISH

- Writes complex sentences to extend.
- Correctly uses familiar punctuation
- Edits own and others' work using agreed criteria for text structures and language features
- Develop a handwriting style that is becoming legible, fluent and automatic
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements

### MATHS

- Identifies and describes factors and multiples
- Compare and order common unit fractions
- Locate them on a number line
- Makes connections between equivalent fractions, decimals and percentages
- Can add and subtract fractions with same denominator
- Calculate perimeter and area of rectangles
- Convert 12 – 24 hour time systems.
- Create 3D shapes with their nets.
- Construct angles on a protractor

### Sight Words

<b>Year Level (End of)</b>	YEAR 5
<b>Word/List Level</b>	Individual improvement on vocab lists

## YEAR 6

### ENGLISH

- Punctuates accurately with apostrophes, quotation marks, commas to separate clauses
- Proofreads work by crossing out and rewriting
- Edits students' own and others' work using agreed criteria and explaining editing choices
- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
- Use a range of software, including word processing programs, learning new functions as required to create texts

### MATHS

- Identifies prime, composite, square and triangular numbers
- Makes connections between equivalent fractions, decimals and percentages
- Calculate percentage discounts of 10%, 25% and 50% on sales items.
- Understands the use of brackets and order of operations to write number sentences. (BIMDAS)
- Can locate negative numbers on a number line
- Can solve addition and subtraction of related fractions.
- Can add and subtract decimals to two decimal places.
- Can sequence whole numbers and decimals
- Can use decimals in measurement (metric system)
- Can read a timetable
- Can list probabilities of simple outcomes e.g. rolling a 2 on a die

### Sight Words

Year Level (End of)	YEAR 5
Word/List Level	Individual improvement on vocab lists