FREEMANS REACH PUBLIC SCHOOL
Programming, Assessment and Reporting
Procedure
January 2023

Rationale

At Freemans Reach Public School, our procedure reflects a planned and co-ordinated whole school approach and has been jointly developed by the school community. Practices accord with school, Department of education, NESA, School excellence Framework and the National Teaching Standards requirements.

Learning programs, based on NESA syllabus, are to be provided to address each learning area in each year of schooling. In primary schools, the six Key Learning Areas (KLA) are:

- Creative Arts
- English
- Human Society and its Environment
- Mathematics
- Personal Development, Health and Physical Education
- Science and Technology

Curriculum Programming

Teaching programs are the products of curriculum planning and programming. They provide a record of planned and implemented curriculum that is to be retained by the school. Teaching programs are flexible working documents that evolve and develop over time and include scope and sequence, unit and lesson plans, resources, differentiation and adjustments, assessment schedules, reporting plans, program registers and evaluations.
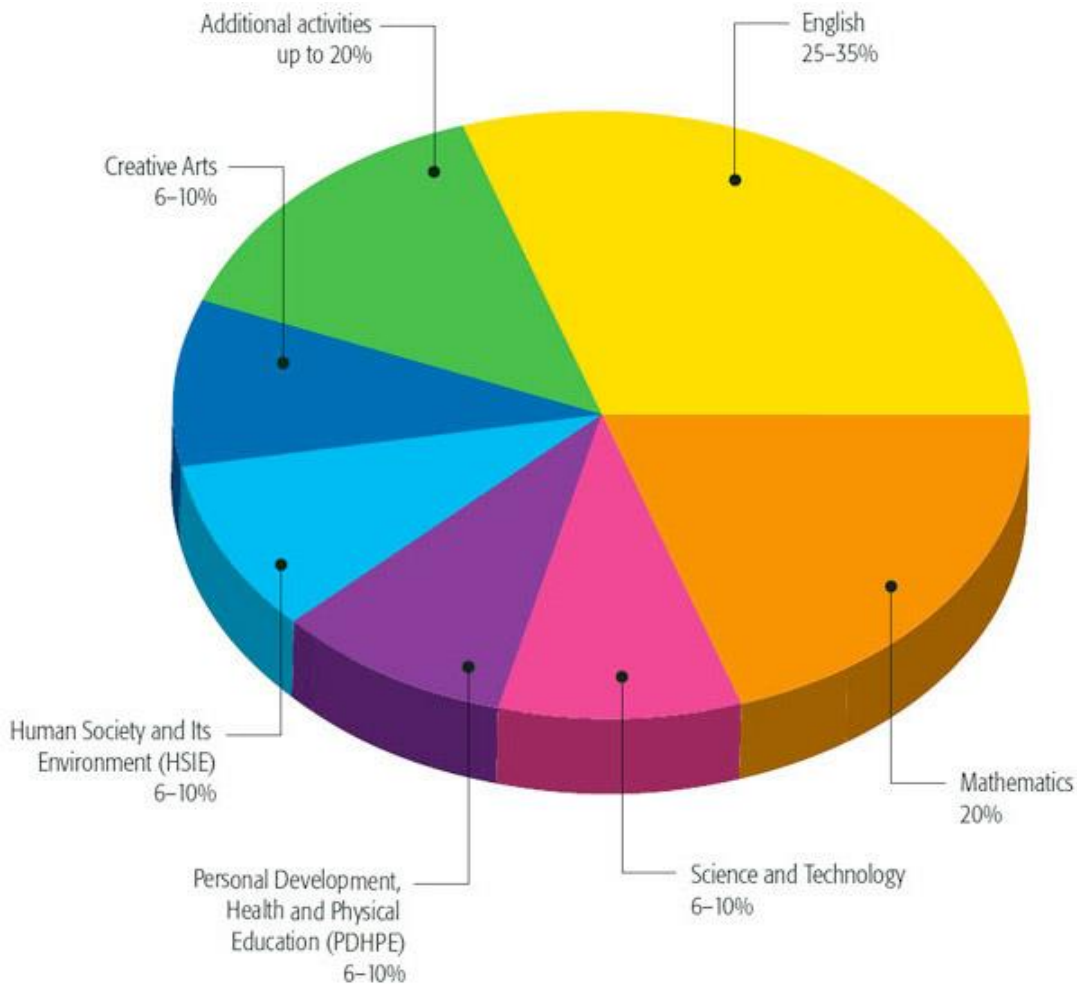
Curriculum planning and programming aims to:

- Be responsive to student needs
- Provide a seamless progression of learning within and across school years
- Focus on learning of high intellectual quality and significance
- Make explicit high expectations for learning and achievement
- Enhance professional practice through collaborative development and evaluation.

(Curriculum Planning and Programming 2012)

In providing curriculum, schools are to ensure that priority is given to English and Mathematics. Schools have flexibility in how they deliver learning programs, for example through integrated programs, provided that:

- approximately 50% of time is allocated for English and mathematics and 40% of time for other KLAs and sport
- as part of the 40% allocation, schools are to include 150 minutes per week for planned physical activity, including a minimum of one hour for sport in Years 3-6
- provision is made for Special Religious Education (SRE) and Special Education in Ethics (SEE) in each primary year, where authorized personnel from approved providers are available.

Pie chart showing curriculum time allocations:
- English 25–35%
- Additional activities up to 20%
- Creative Arts 6–10%
- Human Society and Its Environment (HSIE) 6–10%
- Personal Development, Health and Physical Education (PDHPE) 6–10%
- Science and Technology 6–10%
- Mathematics 20%

The Curriculum planning and programming, assessing and reporting to parents K-12 policy requires schools to plan curriculum and develop teaching programs which:

- are consistent with the Education Act and Board of Studies credentialing requirements
- meet the *Policy standards for curriculum planning, programming, assessing and reporting to parents K-12*
- incorporate assessments as an integral component
- indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.

In addition, section 5.1.2 Professional responsibilities in the Teacher's handbook states:
In carrying out their duties and responsibilities all teachers must: …

- collaborate in the development of school plans, policies and programs
- devise and document teaching and learning programs and develop and implement appropriate evaluation mechanisms…

The Records Management Program, in particular the School Disposal Schedule, requires:

- teachers' class programs and copies of class programs to be retained for a minimum of two years after they are superseded, then they can be destroyed (3.2.2)
- programs registers be retained for a minimum of seven years after they superseded, then they can be destroyed (3.2.4).

Aboriginal students

The progress for the development of personalised learning plans (PLPs) enable parents/caregivers, teachers and students to focus on the learning needs for each Aboriginal student. When Aboriginal parents/caregivers form a strong relationship with teachers and participate in decisions about the education of their children, teachers are better able to plan and program for Aboriginal students.

The *National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* (ATSIEAP) aims to accelerate improvement in the educational outcomes of Aboriginal and Torres Strait Islanders students. This plan requires that all Aboriginal and Torres Strait Islander students have a PLP. Within this national policy framework the ATSIEAP: NSW Delivery and Actions require that all Aboriginal students from Kindergarten to Year 12 have PLPs that are collaboratively developed by people, teachers and students.

Students with additional learning and support needs

Under the Commonwealth Disability Standards for Education (2005), all education providers are required to make sure that every student with disability is able to access and participate in education on the same basis as students without disability. This includes a requirement to make or provide reasonable adjustments for the individual student where needed so that they have the same experience and opportunities as their peers without disability. Adjustments may include changes to pedagogy, curriculum and the learning environments so that the students can access and participate in learning.

The *Disability Standards for Education* (2005) require that students, or their parents, must be consulted about the adjustments that are put in place for the student. These adjustments are to be documented in individual learning plans (IEPs)

Disability is defined broadly in this legislation and includes students with expressive and receptive language disorders, learning difficulties and behaviour disorders as well as those who have a "confirmed" disability.

Out of home care

The *out of home care in government schools policy* requires an individual education plan to be developed for all preschool and school aged children and young people in out of home care. These plans are to be reviewed annually by the Department of Education and Communities and by designated case workers.

Gifted and talented students

The *Gifted and Talented policy* outlines the responsibility of school communities to identify gifted and talented students and maximise their learning outcomes through modification or differentiation of the curriculum.

Students for whom English is an additional Language or Dialect (EAL/D)

EAL/D students require learning programs which have been differentiated according to their Standard Australian English language level to enhance them to access stage appropriate curriculum outcomes.
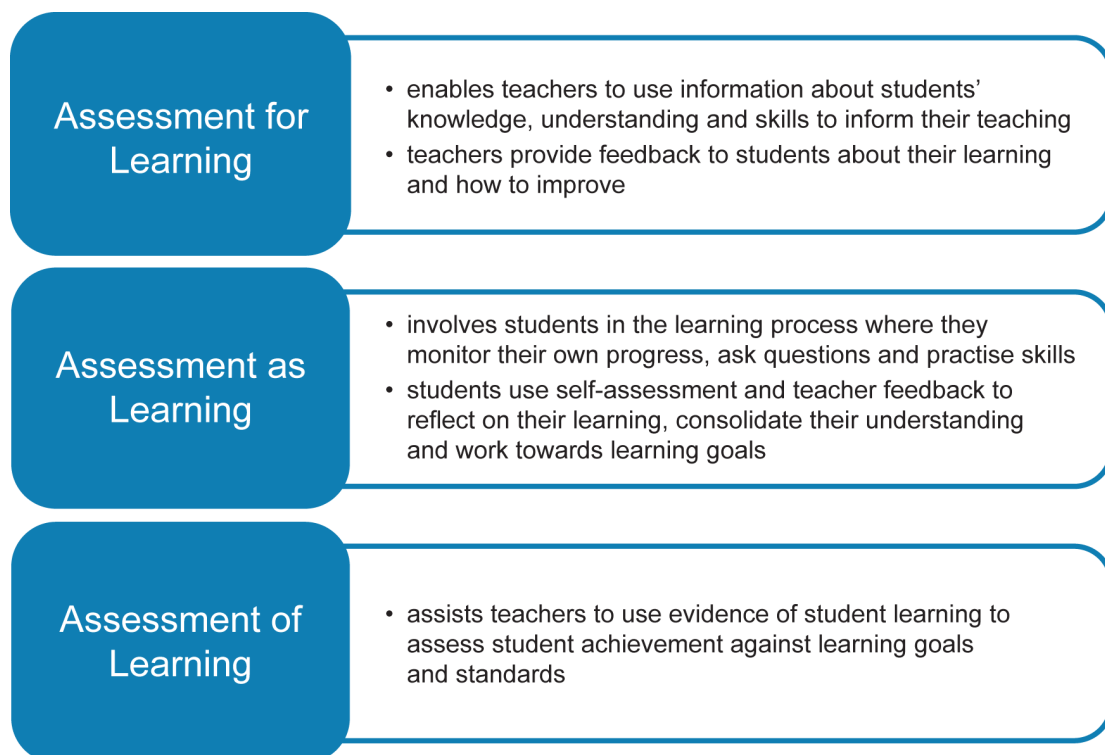
Assessing

Assessment underpins program development. Assessment information informs

- progress and the next stage of learning
- reporting
- teaching and learning programs

Schools are to undertake assessment to inform students' learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability. Adjustments to assessment tasks may be required for a student whose learning is impacted by disability. This should reflect the adjustments made to support the student's learning.

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes. *Assessment for Learning, Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA Years K-10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.

Assessment for Learning	• enables teachers to use information about students' knowledge, understanding and skills to inform their teaching • teachers provide feedback to students about their learning and how to improve
Assessment as Learning	• involves students in the learning process where they monitor their own progress, ask questions and practise skills • students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals
Assessment of Learning	• assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Formative assessment is incorporated into teaching programs. Summative assessment gathers student achievement data over time. Data is gathered in several contexts and provides an ongoing record of student progress. Systems exist to track student performance data over time. Teachers are supported in analysing student performance data.

Student achievement is measured against syllabus outcomes. A range of assessment strategies are used to assess knowledge, skills and attitudes which result in qualitative and quantitative assessments of performance.

A shared understanding of what constitutes achievement of an outcome is cooperatively developed. Consistent Teacher Judgement demonstrates consistent understanding of the criteria for assessment. Teachers collaboratively moderate assessment task.

Students in Years 3 and 5 participate in NAPLAN annually. NAPLAN is a group of diagnostic, external examinations covering reading, writing, language conventions and numeracy. Information is received several months later and fully shared with staff. The data is analysed at the whole school, class, group and individual student level. Data is examined in the context of like information from previous years to identify trends and is share with the parent community. NAPLAN data is cross reference with school-based assessments. Diagnostic information is analysed to determine individual student and wider group needs. Data and item analysis informs teaching and learning programs.

Standardised tests are strategically applied in areas of identified student need. Results provide a snapshot as well as longitudinal data. Criterion-based test provide precise information on what has been learnt during a specific unit of work. Analysis of this data informs consequent teaching and learning programs.

Other forms of assessment include work samples, oral presentations, skills performance, observation of student learning and assignments. These are planned, coordinated and tracked across the school. They directly relate to the course content and provide valid information on student achievement. Students are provided with appropriate feedback that promotes further learning. Analysis of data informs consequent teaching and learning programs.

Student achievement is influenced by engagement in learning tasks. Teachers are aware of which students are applying themselves and contributing to lessons. This awareness informs the content and delivery of lessons. Students are encouraged in self-reflection regarding achievement. Application and effort are also supported by the Student Wellbeing Policy.

Student learning outcomes are documented and clearly communicated to students and parents and carers. Parents are satisfied with the level in frequency of reporting. This is reviewed regularly. Students are involved in reporting their progress to parents.

Reporting

The parents of a student will be provided with a written report twice a year. The written report for each student will
- use plain English
- provide information on students learning in each of the 6 KLAs or subjects
- compare the student achievement in each KLA or subject against state-wide syllabus standards using a 5- point scale for English and Mathematics
- compare the student achievement in each KLA or subject against state-wide syllabus standards using a Working Beyond, Working At or Working Towards scale for Integrated Unit, Creative Arts, PDHPE, and Library.
- Include indictors within each KLA to determine areas of student strengths and areas 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 social development and commitment to learning

Overall Achievement

Achievement Grade	Achievement Description
A – Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge to new situations.
B – High	The student has a thorough knowledge and understanding of the content and a high level of competence and is able to apply this knowledge and skills to most situations.
C – Sound	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.
D – Basic	The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
E – Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved limited competence in some of the processes and skills.

Areas of Learning

Achievement Grade	Achievement Description
Working Beyond	The student is working beyond the expected outcomes for their grade/stage. They are readily demonstrating deep knowledge, skills and understanding in all areas.
Working At	The student is achieving the expected outcomes for their grade/stage. They are demonstrating sound knowledge, skills and understanding in the main areas.
Working Towards	The student is working towards achieving the expected outcomes for the grade/stage. They are demonstrating knowledge, skills and understanding below their level and require further consolidation.

Effort

Effort Grade	Effort Description
High	The student has demonstrated an enthusiastic approach to their learning and seeks opportunities to build on their learning both independently and as part of a group.
Consistent	The student has demonstrated a level of engagement towards their learning that is appropriate and has shown that they can contribute and work within a group.
Improvement Required	The student has shown effort on occasion and requires constant reminders and supervision to stay on tasks to complete set work.

In response to requests from children's parents and carers, schools are to write information on how their child's achievement compares with the performance of the students P group. This information will take the form of the number of students in the school care group receiving each grade or achievement level.

Parents are encouraged to seek an interview with a child's class teacher at any time if there any concerns or situations that could affect the child's learning.