



## RATIONALE

Goollelal Primary School, in accordance with the Curriculum Assessment and Reporting in Public Schools Policy of the Western Australian Department of Education (Effective 26 February 2019), implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 6, and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

**REVIEW DATE: February 2022**

## CURRICULUM

Goollelal Primary School administration and teaching staff will deliver a curriculum:

- to all Kindergarten to Year 6 students that addresses their specific learning needs and is consistent with the requirements of the Western Australian Curriculum and Assessment Outline;
- that provides all students with at least fifty percent of curriculum instruction in literacy and numeracy; and
- that provides all students from Kindergarten to Year 6 with at least two hours of physical activity each week, during the school day, as part of the school's structured teaching and learning program.

**Teachers at Goollelal Primary School will:**

- refer to the SCSA Principles of Teaching and Learning - Opportunity to Learn, Connection and Challenge, Action and Reflection, Motivation and Purpose, Inclusivity and Difference, Independence and Collaboration, Supportive Environment)

## ASSESSMENT AND REPORTING

The Principal, in consultation with the Deputy Principal and teaching staff, will develop school based assessment and reporting plans, that:

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

**Teachers at Goollelal Primary School will:**

- develop and administer fair assessments in relation to the content of the Pre-primary to Year 10 Western Australian curriculum
- use assessments to provide individual students with timely feedback on their learning
- ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard
- participate in grade moderation processes to assist them in making valid and reliable judgements in relation to year level standards
- use data from prescribed national and statewide assessments to inform teacher judgements about student achievement (see School Assessment Schedule).
- use plain language to report to parents/carers on the achievements of Kindergarten to Year 6 students in terms of the Western Australian achievement standards – such reports will be provided:

- **formally**, in an end of semester report. The components of the formal report will meet the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- **informally**, throughout the year through emails, telephone calls, CONNECT, Open Morning and class meetings
- **as requested by the student's parents/carers or the classroom teacher**, providing information on how a student's achievement compares with the student's peer group at the school

## Reporting Requirements

**Kindergarten** at Goollelal Primary, Kindergarten teachers send home a student portfolio and complete a written report in Semester 1 and 2.

**Pre-Primary, Year 1 and Year 2** teachers will report on all learning areas taught using the achievement descriptors but without letter grades.

Personal and Social Learning and Attitude, Behaviour and Effort will be assessed and reported on using the rubric attached to this document (Appendix 1). Additional information considered relevant to the student's academic, social and emotional development is included in the general comment. Pre-Primary and Year 1 students will receive an On Entry report in Term One.

**Years 3-Year 6** teachers will report on all learning areas taught using the achievement descriptors and letter grades.

Attitude, Behaviour and Effort will be assessed and reported on using the rubric attached to this document (Appendix 2). Additional information considered relevant to the student's academic, social and emotional development is included in the general comment.

## Specialist Learning Areas

At Goollelal Primary School, students taking part in Science, Physical Education, Visual Arts and Drama will receive an achievement descriptor (Pre-Primary-Year 2) or grade (Yr 3-6). Teachers in these areas will provide a comment in *either* semester 1 or semester 2 in accordance with the school's annual reporting schedule.

### Classroom Teachers – Semester One

|  |  |  |
|--|--|--|
| <b>English-Comment required</b> <ul style="list-style-type: none"> <li>◆ Reading and Viewing</li> <li>◆ Writing</li> <li>◆ Speaking and Listening</li> </ul> | <b>Mathematics-Comment required</b> <ul style="list-style-type: none"> <li>◆ Number and Algebra</li> <li>◆ Measurement and Geometry</li> <li>◆ Statistics and Probability</li> </ul> | <b>Humanities and Social Sciences-Comment Required</b> <ul style="list-style-type: none"> <li>◆ History</li> <li>◆ Economics and Business (Years 5 &amp; 6)</li> </ul> |
| <b>Health</b> <ul style="list-style-type: none"> <li>◆ Personal, Social and Community</li> </ul>   | <b>Technologies</b> <ul style="list-style-type: none"> <li>◆ Digital Technologies</li> </ul>   |  |
| <b>Languages other than English</b><br>Indonesian Years 3-5  |  |  |

### Specialist Teachers – Semester One

|   |  |   |
|---|--|---|
| <b>The Arts</b> <ul style="list-style-type: none"> <li>◆ Visual Arts<br/><i>Comment for years 3 -6.</i></li> <li>◆ Drama<br/><i>Comment for years P- 2</i></li> </ul> | <b>Science</b> <ul style="list-style-type: none"> <li>◆ Earth and Space</li> <li>◆ Physical Sciences<br/><i>Comment for years 4 – 6</i></li> </ul> | <b>Physical Education</b> <ul style="list-style-type: none"> <li>◆ Movement and Physical Activity<br/><i>Comment for years P – 3</i></li> </ul> |
|---|--|---|





**Classroom Teachers – Semester Two**

|   |   |  |
|---|---|--|
| <b>English-Comment required</b><br>♦ Reading and Viewing<br>♦ Writing<br>♦ Speaking and Listening | <b>Mathematics-Comment required</b><br>♦ Number and Algebra<br>♦ Measurement and Geometry<br>♦ Statistics and Probability | <b>Humanities and Social Sciences-Comment Required</b><br>♦ Geography<br>♦ Civics and Citizenship (Years 3 -6) |
| <b>Health</b><br>♦ Personal, Social and Community   | <b>The Arts</b><br>♦ Music  | <b>Technologies</b><br>♦ Design and Technologies   |
| <b>Languages other than English</b><br>Indonesian   |   |  |

**Specialist Teachers – Semester Two**

|   |   |  |
|---|---|--|
| <b>The Arts</b><br>♦ Visual Arts<br><i>Comment for years P – 2.</i><br>♦ Drama<br><i>Comment for years 3 – 6.</i> | <b>Science</b><br>♦ Chemical Sciences<br>♦ Biological Sciences<br><i>Comment for years 1 – 3.</i> | <b>Physical Education</b><br>♦ Movement and Physical Activity<br><i>Comment for years 4 – 6.</i> |
|---|---|--|

**New Students**

If a student has been enrolled in the school for less than 6 weeks, the teacher will write a comment on any content covered but will grade the learning area as N/A (not assessed).

**Modified Reports**

For students following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), teachers should discuss the reporting of the student's achievement with the student and her/his parents or carers. In some cases, a **SEN (Special Educational Needs)** report may be used in place of the standard report.

**Poor Attendance**

Students with an attendance of less than 30% for the reporting period will receive an ungraded report with the comment- Unable to assess due to poor attendance.

**Mid-Year Reporting**

The achievement standards described in the WA Curriculum and Assessment Outline 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 will 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.

## SCHOOL SELF ASSESSMENT SCHEDULE

The Principal, in accordance of the School Improvement and Accountability in Public Schools Policy, 17 February 2009, will collaborate with school staff to undertake self-assessment that results in judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement.

At Goollelal Primary School, the principal, in collaboration with school staff will:

- critically assess data and other evidence related to student achievement and school operations, as a basis for decisions about the actions required to maximise student achievement;
- establish an ongoing self-assessment process that provides verifiable judgments about student achievement and school operations;
- complete a school self-assessment schedule for inclusion in the annual Operational Plan and update this annually; and
- make student achievement, both academic and non-academic, the central focus of school self-assessment.





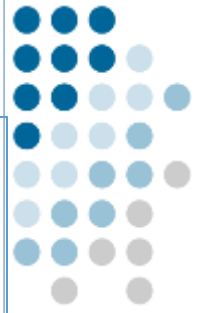
**APPENDIX 1 Personal and Social Learning Rubrics: Pre-Primary to Year 1**

| <b>PERSONAL AND SOCIAL LEARNING</b>                     | <b>Consistently 85-100%</b>  | <b>Often 60-85%</b>   | <b>Sometimes 40-60%</b>  | <b>Seldom &lt;40%</b>   |
|---|--|---|--|---|
| <b>Displays independence</b>                            | I organise my pencils, books, hat and belongings by myself. I attempt tasks without assistance.                    | Most of the time I organise my pencils, books, hat and belongings by myself and am usually well prepared.                           | Sometimes I organise my pencils, books, hat and belongings by myself. I need some reminders and support to complete tasks.                                 | I need help and reminders to find my books, pencils, hat, belongings and need constant reminders to complete tasks. |
| <b>Makes positive choices with confidence</b>           | I always make choices that are sensible and that I have thought about.   | Most of the time I make choices that are sensible and that I have thought about.  | Occasionally I make decisions that are sensible but sometimes I act before I can think about them.   | I often do things that are silly and wish I had thought more carefully.   |
| <b>Reflects on and talks about own learning</b>         | I can talk about what I have learnt and how to improve.  | I can talk about what I have learnt.  | Sometimes I look at my work and think about it and talk about how I did it.  | I try to think about how I did my work. I don't talk much about it.   |
| <b>Displays perseverance</b>                            | I aim to complete all activities, even if I find them hard. I keep trying until I finish them and I don't give up! | I aim to complete most activities, even if I find them hard. I keep trying and I finish most of them, rarely giving up.             | Sometimes I aim to complete activities. However, if they are too hard I occasionally give up.  | I do the activities that I can do. If something is too hard, I leave it.  |
| <b>Expresses emotions appropriately</b>                 | I am able to express my emotions and an able to consider emotional responses of others.                            | I am able to recognise and express my emotions in an acceptable way.  | I am learning to recognise and express my emotions.  | I am beginning to recognise my emotions but have difficulty expressing my emotions.                                 |
| <b>Respects the ideas, feelings and needs of others</b> | I am able to listen and respect others work, ideas, feelings and needs. I demonstrate empathy towards others.      | I am able to listen and respect others work, ideas, feelings and needs most of the time. I am beginning to show concern for others. | I am learning to respect others ideas and feelings. I sometimes act without thinking and have difficulty understanding the impact of my actions on others. | Caring about others ideas and feelings is hard for me. I often say or do things without considering others.         |
| <b>Resolves conflicts in a positive manner</b>          | I am able to listen to different points of view and understand how to overcome problems.                           | I am beginning to understand that conflict can be resolved by listening to others and finding a solution.                           | I am often in a conflict situation and find it difficult to understand another's point of view.  | I have difficulty working and playing with others.  |



**APPENDIX 1 Personal and Social Learning Rubrics: Pre-Primary to Year 1 cont.**

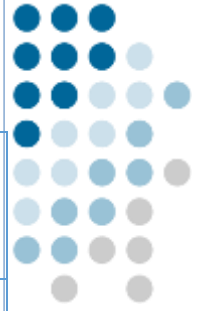
|   |   |   |   |   |
|---|---|---|---|---|
| <b>Interacts with peers and adults in acceptable ways</b> | I always make sure I am polite and kind to others and treat others with respect.  | Most of the time I make sure I am kind and polite to others and treat them respectfully.  | I am learning to interact with others in a group environment.   | I have difficulty in interacting with others.   |
| <b>Collaborates in group activities</b>                   | I work well in group activities and can listen, respond and contribute to the team.   | I am able to work in a group and can listen, respond and contribute to the team.  | I can sometimes work in a group but have difficulty listening and/or sharing ideas and opinions.  | I try to join in with others but have difficulty listening and/or sharing ideas and opinions.   |
| <b>ATTITUDE, BEHAVIOUR AND EFFORT</b>                     |   |   |   |   |
|   | <b>Consistently 85-100%</b>   | <b>Often 60-85%</b>   | <b>Sometimes 40-60%</b>   | <b>Seldom &lt;40%</b>   |
| <b>Is enthusiastic about learning</b>                     | I enjoy all activities at school and love to learn new things.  | I enjoy most of the activities at school and I like learning new things.  | Sometimes I like the activities at school and I like learning about things I am interested in.  | I usually don't enjoy activities at school but I like learning about things that I am really interested in.                                       |
| <b>Participates responsibly</b>                           | I always join in and work with others in a sensible way during partner, group and community activities.   | Most of the time I join in and work with others in a sensible way during partner, group and community activities.   | Sometimes I join in and work with others in a sensible way during partner, group and community activities.  | I rarely work, play or join in with others and when I do, I find it hard to be sensible.  |
| <b>Sets goals and works towards them</b>                  | I aim to complete all activities, even if I find them hard. I keep trying until I finish them and I don't give up!                                | I aim to complete most activities, even if I find them hard. I keep trying and I finish most of them, rarely giving up.                                     | Sometimes I aim to complete activities. However, if they are too hard I occasionally give up.   | I do the activities that I can do. If something is too hard, I leave it.  |
| <b>Caring for the environment</b>                         | I always look after plants and animals, pick up litter and recycle, walk/ride bike to school, save water and turn off lights when leaving a room. | Most of the time I look after plants and animals, pick up litter and recycle, walk/ride bike to school, save water and turn off lights when leaving a room. | Sometimes I look after plants and animals pick up litter and recycle, walk/ride bike to school, save water and turn off lights when leaving a room. | I rarely look after plants and animals, pick up litter and recycle, walk/ride bike to school, save water and turn off lights when leaving a room. |





**APPENDIX 2 Attitude, Behaviour and Effort Rubric: YEAR 3-6**

|  | <b>Consistently<br/>85-100%</b>  | <b>Often<br/>60-85%</b>  | <b>Sometimes<br/>40-60%</b>   | <b>Seldom<br/>&lt;40%</b>  |
|--|--|--|---|--|
| <b>Works to the best of their ability</b>                      | Always puts in the highest personal effort that they are capable of, in all endeavours.                                    | Frequently puts in the highest personal effort that they are capable of, in most endeavours.                                   | Occasionally puts in the highest personal effort that they are capable of, if they are interested in the particular activity.                         | Rarely puts in the highest personal effort that they are capable of.   |
| <b>Shows self respect and care</b>                             | Always demonstrates a belief in themselves and an interest in maintaining their physical, emotional and social well-being. | Frequently demonstrates a belief in themselves and an interest in maintaining their physical, emotional and social well-being. | Occasionally demonstrates a belief in themselves. In some situations shows an interest in their physical, emotional and social well-being.            | Rarely demonstrates a belief in themselves and lacks interest in maintaining their physical, emotional and social well-being.                        |
| <b>Shows courtesy and respect for the rights of others</b>     | Always displays thoughtfulness, care and consideration towards others.   | Frequently displays thoughtfulness, care and consideration towards others.   | Occasionally displays thoughtfulness, care and consideration towards others. Sometimes acts impulsively and regrets the action later.                 | Rarely displays thoughtfulness, care and consideration towards others.   |
| <b>Participates responsibly in social and civic activities</b> | Always works with others in a trustworthy and mature manner during group and community activities.                         | Frequently works with others in a trustworthy and mature manner during group and community activities.                         | Occasionally works with others in a trustworthy and mature manner during group and community activities. Is easily persuaded into off-task behaviour. | Rarely works with others in a trustworthy and mature manner during group and community activities. Often cannot be left without careful supervision. |





**APPENDIX 2 Attitude, Behaviour and Effort Rubric: YEAR 3-6 cont.**

|  | <b>Consistently</b><br><b>85-100%</b>   | <b>Often</b><br><b>60-85%</b>  | <b>Sometimes</b><br><b>40-60%</b>  | <b>Seldom</b><br><b>&lt;40%</b>   |
|--|---|--|--|---|
| <b>Cooperates productively and builds positive relationships with others</b> | Always works with others in an effective and sensible manner to create constructive friendships and associations.                         | Frequently works with others in an effective and sensible manner to create constructive friendships and associations.    | Occasionally works with others in an effective and sensible manner to create constructive friendships and associations.    | Rarely works with others in an effective and sensible manner to create constructive friendships and associations.                 |
| <b>Is enthusiastic about learning</b>  | Is always interested in activities and shows enthusiasm towards gaining an education, completing set activities and increasing knowledge. | Is frequently interested in activities and shows enthusiasm towards gaining an education and increasing their knowledge. | Is occasionally interested in activities and shows enthusiasm towards gaining an education and increasing their knowledge. | Is rarely interested in activities and sporadically shows enthusiasm towards gaining an education and increasing their knowledge. |
| <b>Sets goals and works towards them with perseverance</b>                   | Always aims for particular objectives and pursues the achievement of them with dedication and determination.                              | Frequently aims for particular objectives and pursues the achievement of them with dedication and determination.         | Occasionally aims for particular objectives. Needs encouragement to pursue the achievement of them.                        | Rarely aims for particular objectives. Has to be pursued for completed work.  |
| <b>Shows confidence in making positive choices and decisions</b>             | Always demonstrates assurance in making selections that benefit them physically, socially or emotionally.                                 | Frequently demonstrates assurance in making selections that benefit them physically, socially or emotionally.            | Occasionally demonstrates assurance in making selections that benefit them physically, socially or emotionally.            | Rarely makes choices that benefit them physically, socially or emotionally.   |

