



**BANNISTER CREEK**  
Primary School

INDEPENDENT PUBLIC SCHOOL

# Curriculum, Assessment & Reporting Policy

2024



At Bannister Creek Primary we deliver a curriculum to meet the learning needs of students, assessing and reporting on student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCSA). This policy is based on the Principles of Teaching, Learning and Assessment.

## **Curriculum**

Teaching staff deliver a curriculum to all Kindergarten to Year 6 students that addresses their specific learning needs. The curriculum is consistent with the requirements of the Western Australian Curriculum (WAC) and is committed to the following guidelines:

- Curriculum learning area delivery follows the requirements of the timetable of implementation as outlined by SCASA.
- All students receive at least fifty percent of curriculum instruction in Literacy and Numeracy.
- All students will have the opportunity to participate in at least one hour of physical activity each week, as part of the formal learning program.
- Follow the Principles of Teaching and Learning; Opportunity to learn, Connection and challenge, Action and reflection, Motivation and purpose, Inclusivity and difference, Independence and collaboration and Supportive environments.

## **Assessment**

### **Principles**

Assessment is the process of gathering, analysing and interpreting quality information about student learning. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students. At Bannister Creek Primary teachers follow the Principles of Assessment in line with SCSA recommendations.

Principles of Assessment:

- Assessment should be an integral part of Teaching and Learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purposes
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes



## Range

At Bannister Creek Primary, assessment is conducted in line with our whole school Data Collection and Assessment Plan aligning directly with the school Business Plan 2021 – 2023. It is complemented by classroom assessment practice that provides teachers and the school with the opportunity to:

- Provide individual students with feedback on their learning
- Case manage individual and small groups of students
- Seek further support to ensure students are catered for at all levels
- Use student achievement information to inform planning for future learning programs
- Make judgements of student achievement against expected standards
- Make judgements on the success or progress of whole school strategies and processes
- Administer prescribed state and national mandated assessments

## Type

By using a range of assessment strategies and practices, teachers are able to make accurate, on balance judgements about their student performance. Assessment strategies and practices differ dependent on the phase of learning and the individual needs of a student. The following is indicative on the type of assessment that occurs at Bannister Creek Primary;

Diagnostic Assessment– completed prior to the commencement of a course of work.

- Sparklebox Reading Assessment
- Progressive Achievement Tests
- First Steps Diagnostic tasks
- Brightpath Writing Assessment
- On-Entry

Formative Assessment – continually monitoring progress during a learning task.

- Think Pair Share/ Collaborative Activities
- Teacher observations
- Surveys
- Real time response

Summative Assessment – establishes a level of achievement at the completion of a course of work.

- Class tests
- Moderation tasks
- Portfolios
- Summative tests

Mandated Assessments –

- On – entry
- NAPLAN
- ESL progress maps

Individual Education Plans (IEP's) – used to assess individual or small groups of students on a significantly modified curriculum.



## **Moderation**

To support consistency of assessment and teacher judgements, teachers frequently engage in moderation processes at a collaborative, whole school and cell level.

### Students

- Have opportunities as appropriate to contribute to discussions about assessment criteria.
- Are advised of learning intentions and encouraged to identify current level of understanding against WALT model.
  - Skill (Measurable Verb + Concept + Context (where needed)) = WALT
- Make constructive and honest assessments of their own and other's learning.
- Reflect, respond and set goals for future improvements.

### Teachers

- Develop valid and reliable assessment practices that inform future planning.
- Ensure that students understand and are involved in the assessment process.
- Provide valid feedback to students and parents to enhance future learning.
- Participate in professional moderation to ensure consistency of judgement.
- Maintain records according to school policy.
- Participate in professional learning around assessment.

### Parents

- Communicate relevant information and feedback that may affect their child's ongoing learning.

## **Reporting**

At Bannister Creek Primary School, reporting on student progress follows a timetable of formal reporting opportunities. This is completed by ongoing informal reporting opportunities as well as catering to reasonable requests from individual student's parents/carers. Reporting should aim to improve student learning and provide details on what students have achieved, progress they have made and possible goal setting opportunities.





## Formal Reporting Timetable

Term	Report	Description
One	On Entry	A standardised report generated for all Pre Primary students and Year 1 students
	Parent Interview	School closes for half day to allow an opportunity for parents and carers to book in a 15 minute meeting with teachers.
	NAPLAN	A standardised report for Year 3 and 5 students showing comparative achievement data in Numeracy and Literacy.
Two	Student Report	A plain language report on all learning areas taught, using a 5 point scale for achievement and information on behaviour, attitude and effort.
Three	Class Open Night	An opportunity for parents and carers to enter room and observe student achievement through work samples.
Four	Student Report	A plain language report on all learning areas taught, using a 5 point scale for achievement and information on behaviour, attitude and effort.

## Range

Teachers use a range of other reporting strategies to communicate student achievement and progress to parents including:

- Honour certificates
- Telephone calls
- Work samples
- Parent interviews and meetings
- Acknowledgement letters
- Whole school events, assemblies and award evenings
- Emails, notes and conversations
- Work samples uploaded through Seesaw
- Communication Books and Student Diaries
- Connect



## Special Education Needs Report

Student identified as follows	Report
Receiving additional funding for a disability through Student Centred Funding Model	Student reporting will be part or whole via SSEN
Identified as Aboriginal	Mainstream report unless student falls within another category
Identified as EAL/D	Progress Maps report AND mainstream report
Under the care of DCPFS	Mainstream report unless student falls within another category
Has received an E grade in English or Maths	If mainstream report is unable to effectively show progress over a period of time, part or whole of student report will be via SSEN



**Reporting to Parents Framework  
Bannister Creek Primary 2021**

	<b>Year level</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>English</b>	Pre primary	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>
	Year 1 - 6	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>
<b>Mathematics</b>	Pre primary	<ul style="list-style-type: none"> <li>• Number and Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> </ul>
	Year 1 - 6	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>
<b>Science</b>	PP – Year 1	<ul style="list-style-type: none"> <li>• Science Understandings</li> </ul>	<ul style="list-style-type: none"> <li>• Science Understandings</li> </ul>
	Year 2 - 6	<ul style="list-style-type: none"> <li>• Knowledge and Understanding - Global</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and Understanding - Global</li> </ul>
		<ul style="list-style-type: none"> <li>• Investigation skills - Global</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation skills - Global</li> </ul>
<b>Humanities and Social Sciences</b>	PP – Year 1	<ul style="list-style-type: none"> <li>• Global</li> </ul>	<ul style="list-style-type: none"> <li>• Global</li> </ul>
	Year 2-6	<ul style="list-style-type: none"> <li>• Knowledge and Understanding - Global</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and Understanding - Global</li> </ul>
		<ul style="list-style-type: none"> <li>• Inquiry skills - Global</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry skills - Global</li> </ul>
<b>Arts Music/Visual</b>	Year 1 - 6	<ul style="list-style-type: none"> <li>• Making</li> <li>• Responding</li> </ul>	<ul style="list-style-type: none"> <li>• Making</li> <li>• Responding</li> </ul>
<b>Health</b>	Years PP - 6	<ul style="list-style-type: none"> <li>• Personal, social and community health</li> </ul>	<ul style="list-style-type: none"> <li>• Personal, social and community health</li> </ul>
<b>Physical Education</b>	Years PP - 6	<ul style="list-style-type: none"> <li>• Movement and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Movement and physical activity</li> </ul>
<b>Technologies Digital/Design</b>	Years PP - 2	<ul style="list-style-type: none"> <li>• Digital Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Design Technology</li> </ul>
	Years 3 - 6	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• Design Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• Design Technologies</li> </ul>
<b>LOTE</b>	Year PP - 3	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> </ul>
	Year 4 - 6	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> <li>• Viewing, Reading and Responding</li> </ul>

### Data Collection and Assessment Plan 2021-2023

	Process	Who	Completed	Analysis and Purpose
T1	On Entry	PP (All) – Yr 1 (Identified Students)	Weeks 3-6	<ul style="list-style-type: none"> <li>Guide teaching and learning</li> <li>Track progress of identified SAER</li> <li>Collaborative teams planning</li> <li>Leadership group review</li> </ul>
	Literacy Pro Testing	Yr 3 – 6	Week 3	<ul style="list-style-type: none"> <li>Reading data collection across the school</li> <li>Lexile Benchmarking</li> <li>One measure to assess efficacy of reading initiatives and interventions</li> </ul>
	Westwood basic facts <ul style="list-style-type: none"> <li>+, -</li> <li>+, -, x, ÷</li> </ul>	Yr 1 & 2 Yr 3-6	Week 5	<ul style="list-style-type: none"> <li>Guide teaching and learning</li> <li>Collaborative teams planning</li> </ul>
	NAPLAN	All Yr 3 & 5	NAPLAN Timetable	<ul style="list-style-type: none"> <li>Guide teaching and learning</li> <li>Collaborative teams planning</li> <li>Leadership group review</li> <li>School review</li> </ul>
	Screen of communication skills	Kindy	Week 7/8	<ul style="list-style-type: none"> <li>Guide teaching and learning</li> <li>Identify students for outside agency referral</li> </ul>
	Semantics Grid	Identified Kindy Students	Final week of Term 1	
	Process	Who	Completed	Analysis and Purpose
T2	Literacy Pro Testing	Yr 3 – 6	Week 1	<ul style="list-style-type: none"> <li>Reading data collection across the school</li> <li>Lexile Benchmarking</li> <li>One measure to assess efficacy of reading initiatives and interventions</li> </ul>
	Brightpath (Narrative)	PP – 6	Week 5/6	<ul style="list-style-type: none"> <li>Track progress between On-entry and NAPLAN</li> <li>Guide teaching and learning</li> </ul>
	EALD progress maps	Identified EALD students	Week 4	<ul style="list-style-type: none"> <li>Guide teaching and learning</li> <li>Collaborative teams planning</li> </ul>
	DeO Phonics Initiative Assessment	Year 1	Week 5-7	<ul style="list-style-type: none"> <li>Meet DoE directive</li> </ul>
	Reporting to Parents	All students	Week 8	<ul style="list-style-type: none"> <li>DOE Mandated</li> </ul>
	Process	Who	Completed	Analysis and Purpose
T3	Literacy Pro Testing	Yr 3 – 6	Week 1	<ul style="list-style-type: none"> <li>Reading data collection across the school</li> <li>Lexile Benchmarking</li> </ul>
	PEAC testing	Yr 4 students	Term 3	<ul style="list-style-type: none"> <li>Identify students for involvement in PEAC program</li> <li>Identify students for involvement in Mini EALs</li> </ul>
	Process	Who	Completed	Analysis and Purpose
T4	Literacy Pro Testing	Yr 3 – 6	Week 1	<ul style="list-style-type: none"> <li>Reading data collection across the school</li> <li>Lexile Benchmarking</li> </ul>
	MAI Test (Music)	Year 4	Week 4	<ul style="list-style-type: none"> <li>Acceptance into Instrumental Music School Services (IMSS)</li> </ul>
	Brightpath Science	Yr 3-6	Week 4	<ul style="list-style-type: none"> <li>Guide and review teaching and learning</li> </ul>
	PAT Reading and Maths	Yr 1-6 (yr 1/2 query)	Week 5	<ul style="list-style-type: none"> <li>Guide and review teaching and learning</li> <li>Collaborative teams planning and review</li> <li>Leadership group review</li> </ul>
	PAT Spelling	Yr 2-6	Week 5	
	PAT Grammar	Yr 3-6		
EALD Progress maps	EALD students	Week 4-7	<ul style="list-style-type: none"> <li>Guide teaching and learning</li> <li>School review</li> </ul>	



Brightpath	PP-6	Week 3-5	<ul style="list-style-type: none"> <li>Track progress between on-entry and NAPLAN</li> <li>Guide teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative teams planning and moderation</li> </ul>
Sparkle Kit Assessment	Yr 1	Week 5	<ul style="list-style-type: none"> <li>Guide and review teaching and learning</li> <li>Collaborative teams planning and review</li> <li>Leadership group review</li> </ul>	
Westwood Basic Facts test <ul style="list-style-type: none"> <li>+, -</li> <li>+, -, x, ÷</li> </ul>	Yr 1 & 2 Yr 3 - 6	Week 5		
Reporting to parents	All students	Week 7	<ul style="list-style-type: none"> <li>DOE Mandated</li> </ul>	

