



CURRICULUM PLANNING, ASSESSMENT AND REPORTING POLICY

POLICY STATEMENT

The Victorian Department of Education and Training (DET) **is responsible** for delivering the best learning and development experiences, to all Victorian children from 0 to 5 years (Early Years) and 5 to 18 years of age, (Primary and secondary schooling) regardless of their background, postcode or circumstances. The Victorian Curriculum and Assessment Authority (VCAA) **is responsible** for setting the curriculum. **Schools are responsible** for implementing it and have some autonomy on the method and philosophy of delivery.

Flexibility enables schools to develop particular specialisations, areas of expertise and innovation, while ensuring the mandated curriculum is delivered. Burwood Heights Primary School and Kindergarten's teaching and learning programme adheres to the philosophy of the International Baccalaureate Primary Years Programme (IB PYP) to deliver the required Victorian curriculum.

RATIONALE

The core purpose of this school as defined in the Strategic Plan is to “prepare students with the knowledge and skills that will help them become life-long learners, who are successful and happy individuals who participate fully in, and contribute to, our community and the world around us.” There is a focus on the development of personal attitudes towards people, the environment, learning and attitudes that contribute to the wellbeing of the individual and of the group.

The school's Curriculum Planning, Assessment and Reporting Policy aims to support the development and implementation of challenging education programmes and rigorous assessment and reporting processes, which challenge students in their studies and personal growth and to ensure success of our school goals.

POLICY GUIDELINES

- Staff must follow the overall framework on which the curriculum is planned.
- Staff must ensure there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program (IB PYP).
- Staff must assess student performance against the Victorian Curriculum F-10 achievement standards. Students, for whom English is an additional language, are assessed against the standards of the Victorian Curriculum F-10 EAL achievement standards.
- Staff must use Abilities Based Learning and Educational Support (ABLES) for assessment of students with disabilities. Staff will report student achievement against the Victorian Curriculum F-10 for students funded under Disability and Impairment,

which provides a continuum of learning for all students. School Support Group goals and learning plans provide an important focus.

- Staff must reference different types of student assessments to understand student progress and adapt their own teaching strategies - diagnostic, formative, summative, ipsative, norm-referenced and criterion referenced assessment.
- Staff must formally record assessment information for every student.
- Staff must monitor student performance continuously
- There must be school-based policies and procedures which outline expectations for the assessment, recording and monitoring of student performance.
- Teachers, parent/guardians(s) and students must have access to accurate information about student performance.
- The English Online Interview (EOI) is mandated for all Prep students in Victorian government schools and must be administered at the commencement of the Prep year.
- The Department's Kindergarten Transition Statement must be completed for each four-year-old child who will enter school in the following year.

CURRICULUM PLANNING

The school curriculum defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship. As the curriculum is not rigid it provides sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations.

The curriculum reflects instructional strategies for subject-centred (Mathematics, Science), learner-centred (Differentiated instruction to fit each student) and problem-centred (solving practical situations and problems) curriculum. (Refer to school's Instructional Framework and associated Planners.)

A strong emphasis is on collaborative inquiry and is reflected in all curriculum planning. Whole-school curriculum planning plays a key role in enabling our school to deliver the curriculum for all students and reflects the decisions, resources and priorities of the school. Whole-school curriculum documents cascade through the four interrelated layers of School, Curriculum Area, Year Level, and Unit/Lessons which provides the necessary links to scope and sequence of curriculum from Prep to Year Six.

School Specific:

Students will be provided with a curriculum:

- that addresses their specific learning needs and is consistent with the requirements of the Victorian Curriculum and the Education Reform Act 2006;
- that supports the International Baccalaureate Primary Years Programme philosophy;
- that provides all students from Prep to Year Six with the opportunity to participate in at least ten hours of inquiry-based learning each week, during the school day, as part of the learning program.
- that explicitly teaches reading and writing through the 'Write-to- Read' program, a multi-sensory approach to teaching literacy;
- that provides specialist programmes which include Physical Education, Music, Visual Arts, Science and Information and Communications Technologies; a Language other than English (French)

- that facilitates additional assistance for those students who are classified as ‘English as an Additional Language’ learners and those students with special needs;
- that supports students’ emotional and social needs;
- that increases students’ understanding of the world and helps them to establish personal values as a foundation upon which international mindedness will develop and flourish;
- that provides opportunities to incorporate local and global issues;
- that offers additional programmes such as Real Life Adventures, Mindful Movement Programme, Homecrafts, Robotics and Coding.

ASSESSMENT AND REPORTING

Assessment and Reporting combine to support students to achieve high standards and to provide the basis for guiding further learning. Assessment is feedback – for the student, the teacher and the school leadership. Improvement occurs when assessment and feedback is specific and timely. Assessment refers to all the ways we gather information about progress in a student's learning. Reporting refers to informing parents about their child's achievement and progress, the community about the school's progress and meeting the Department's accountability requirements.

- Staff will provide individual students with feedback on their learning;
- Staff will use student achievement information to inform planning for future learning programs and to reflect on their teaching practice;
- Staff will develop Individual Learning Programmes for students;
- Staff will make judgments of student achievement in relation to expected standards;
- Staff will administer prescribed National, State and system assessments to students and distribute the associated reports to parents;
- Staff will communicate with parents about student achievement and progress. Opportunities will be provided for two Parent/Teacher Interviews each year, two written Student Reports, two Interim Student Reports and informal feedback on a needs-basis;
- Staff will use a five-point scale when formally reporting on student achievement and progress;
- Staff will use an age-related five-point scale, where the quality of a student's achievement against what is ‘expected’ for students of that year level at the time of reporting, for reporting against the achievement standards in English, Mathematics and Science;
- Staff will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum;
- Staff will provide the opportunity for parents/carers and students to discuss the school report; and
- Staff will uphold the International Baccalaureate Primary Years Programme Assessment Standards of Practice.

Reference Documents:

Victorian Curriculum F–10

Victorian Curriculum and the Education Reform Act 2006;

Department of Education and Early Childhood Transition Statements

Victorian Early Years Learning and Development Framework

Continuity of Learning- Australian Government Department of Education

Burwood Heights Primary School and Kindergarten Scope and Learning Sequence Documents

Burwood Heights Primary School and Kindergarten Instructional Framework

International Baccalaureate Primary Years Programme – What is an IB Education?

This policy was last reviewed on

October 2021

Ratified by School Council

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