



Engadine West Public School

Curriculum Planning and Programming, Assessing and Reporting to Parents Procedures

The Engadine West PS Curriculum Planning and Programming, Assessing and Reporting to Parents Procedures reflect and align with:

- NSW Department of Education policy on Curriculum Planning and Programming, Assessing and Reporting to Parents
<https://education.nsw.gov.au/policy-library/policies/pd-2005-0290>
- NSW Department of Education policy on Curriculum Policy Standards
<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2005-0290-01.pdf>

Curriculum planning and programming

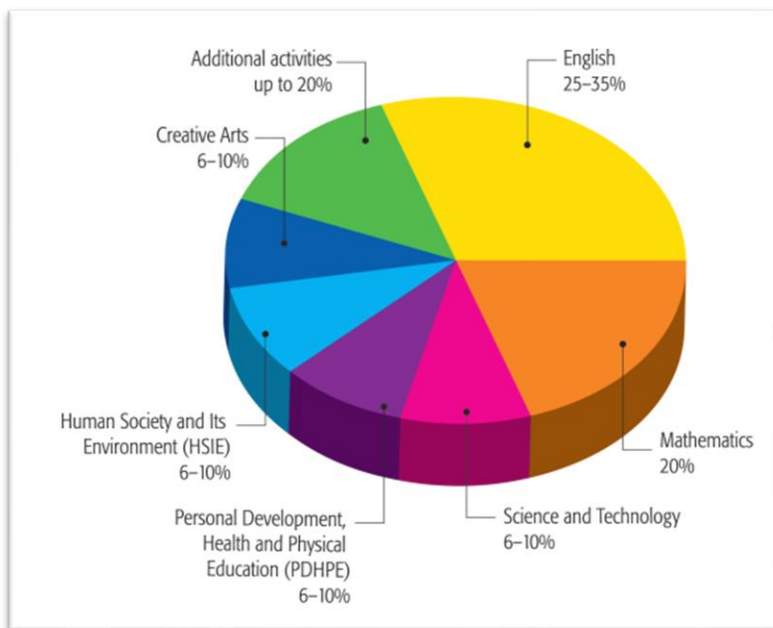
Engadine West Public School's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Engadine West Public School's teaching and learning programs are dynamic; showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and ongoing tracking of student progress and achievement. Teaching and learning programs show evidence of quality differentiated teaching practices to address a range of individual student needs. Teachers involve students and parents in planning to support learning and share expected outcomes.

Engadine West Public School plans curriculum and develops teaching programs which are consistent with the Education Act and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Curriculum planning and teaching programs meet the policy standards. Teaching programs incorporate assessment as an integral component. Teaching programs indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.

Learning programs, based on NESA syllabuses, address each learning area in each year of schooling. In primary schools, the six key learning areas (KLAs) are:

- English
- mathematics
- human society and its environment (incorporating history and geography)
- science and technology
- creative arts
- personal development, health and physical education (PDHPE)



English and mathematics make up about 50% of the school week – this is equivalent to at least 12 hours each week.

The other subjects, including sport, are spread across the remaining time. The 6–10% of time noted in the pie chart represents between 1.5 and 2.5 hours per week.

Assessing

Assessment is used flexibly and responsively by Engadine West Public School teachers as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from formative and summative assessments informs further teaching. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. Engadine West Public School has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Engadine West Public School plans assessments so that:

- students can demonstrate achievement of outcomes for the relevant stage of learning.
- valid and reliable assessment strategies are used.
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.
- teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.
- teachers use a variety of appropriate assessments for judging student achievement.
- teachers collect and record assessment information to:
 - guide ongoing teaching and learning.
 - monitor and evaluate student progress.
 - report achievement to parents and relevant authorities in accord with school requirements and Department policy.

Reporting

Engadine West Public School uses Sentral which is a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Engadine West Public School teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

The school uses the following 5-point achievement scale (pictured below) to report to parents and/or carers for students in Years 1 to 6 (Stage 1-3). Students in Kindergarten receive a 3-point achievement scale (pictured below). Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all KLAs or subjects.

Years 1-6 (Stages 1-3)

Describe this achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
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.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

Kindergarten (Early Stage 1)

Assessment of Achievement		
Achievement	Grade	Achievement Description
Working Beyond	WB	The student is working beyond the expected level of syllabus outcomes for Early Stage 1.
Achieving	A	The student is working at the expected level of syllabus outcomes for Early Stage 1.
Working Towards	WT	The student is working towards the expected level of syllabus outcomes for Early Stage 1.

Engadine West Public School provides parents, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.

The school's procedures for reporting to parents are:

- based on the department's policy.
- time efficient and manageable.
- developed in consultation with parents and teachers.

Engadine West Public School will provide parents with a written report on their child's learning twice per year. The components of the written report meet the policy standards. The school provides information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents. Engadine West Public School disseminates to parents the reports from state-wide testing programs and, as appropriate, providing opportunity for discussion between teachers and parents. Parent/teacher interviews are conducted at the end of Term 1 annually and then optionally throughout the remainder of the school year.

Implementation

Engadine West Public School promotes a collaborative model in curriculum planning, programming, assessing and reporting to parents. The school leadership team have developed scope and sequences, assessment schedules and learning sequences for each learning area which provide consistency throughout the school. Year teams participate in collaborative planning sessions to prepare for each coming term. They also participate in regular stage meetings where the teaching and learning cycle is enhanced through collaborative practice. Class teachers are responsible for collating all the necessary program inclusions and ensuring evidence of registration, including date each lesson is delivered, as a policy requirement.

There is a strong focus on identification of individual student needs and adjusting learning programs to provide differentiation so that every student achieves their potential. At Engadine West Public School there is a strong focus on student well-being. Teachers and parents may refer students to the Engadine West Public School Learning Support Team who can provide support through specialist advice, support and mentoring for classroom teachers and building relationships with families to maximise learning opportunities for students at school and at home. All Aboriginal students are supported in the development of a personal learning plan.

Classroom teachers reflect on teaching and learning and annotate their teaching programs. There is a strong focus on formative assessment and feedback. Effective use of technology to enhance learning is embedded across all learning areas. There are a range of extra curricular programs implemented across the school to ensure we offer students a range of opportunities.

Responsibilities

The Engadine West Public School principal and school leadership team:

- supervise the implementation of the afore mentioned procedures.
- provide assessment and feedback to teachers on class teaching and learning programs.

Class teachers:

- ensure class programs and assessment documents are retained for a minimum of two years after they have been completed.
- ensure individual education plans and learning adjustments for students are retained until a student reaches the age of 25 or a minimum of seven years after the action is completed.

Evaluation

Teachers are provided feedback on programming through the performance development framework process.

The school community provides feedback through the Tell Them From Me survey. The school leadership team measures Engadine West Public School performance by collecting evidence and reviewing data in reference to the NSW DoE School Excellence Framework.