

MENZIES COMMUNITY SCHOOL

Pukulpa Nintirrinkula
Happy Learning

Curriculum, Assessment and Reporting Policy

Review Date

2024



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RATIONALE

At Menzies Community School we aim to implement the Western Australian curriculum to meet the learning needs of all students. Teachers assess and report on student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCSA).

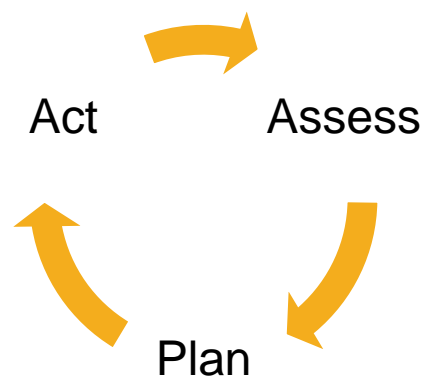
We have developed a whole-school approach to curriculum planning and development. Teachers at Menzies Community School collaborate to ensure consistent curriculum delivery across year groups. Teachers plan the curriculum to ensure learning is inspiring, engaging, contemporary, visible to students and evidence based.

Learning is relevant, inspiring, and engaging across all domains with levels of challenge to ensure every child achieves success. Students are encouraged to take responsibility for their own learning and progress by being given clear explicit learning intentions, success criteria, quality feedback and choice.

Both teachers and parents have high expectations for students. Teachers reports to parents ensure they are well informed and involved in their child's learning.

Assess, Plan, Act

Data from our assessments is analysed and reflected upon and this informs teacher planning and whole school priorities. Student assessment data is analysed to inform and guide planning. Teachers plan differentiated learning programs for identified students needing support, academic growth and engagement in their learning. There is a strong focus on intervention in the early years to ensure students have a firm foundation for lifelong learning.





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CURRICULUM

SCSA is responsible for Kindergarten to Year 12 curriculum and schools must meet the requirements of the Authority in delivering curriculum to their students.

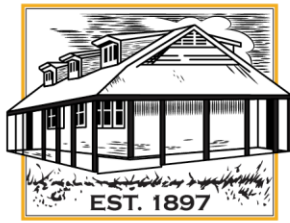
Teaching staff deliver a curriculum:

- 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 from Kindergarten to the end of primary school years with at least fifty percent of curriculum instruction in literacy and numeracy;
- that provides all students from Kindergarten to the end of Year 10 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;
- in partnership with the School of Isolated and Distance Education (SIDE) for year 7-12 students.

ASSESSMENT

Assessment is the process of gathering, analysing and interpreting quality information about student learning. It is the purposeful, systematic and ongoing collection of information appropriate to the age and development of the students. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative. All assessment and reporting complies with the School Curriculum and Standards Authority for students in Pre Primary to Year 12.

In Western Australia, the School Curriculum and Standards Authority is responsible for setting the standards of student achievement, and for the assessment and certification of student achievement according to those standards.



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TYPES OF ASSESSMENT:

Menzies Community School staff use **Formative**, **Diagnostic**, **Summative** and **Evaluative** forms of assessment.

FORMATIVE ASSESSMENT- is the regular day to day, ongoing, often informal assessment to explore students understanding. It enables the teacher to identify individual students learning needs and adjust the teaching accordingly to help students develop their understanding. It provides timely effective feedback to students that can assist them to improve their performance and actively involves them in their own learning.

- **Formative assessment includes:** teacher observation, marking of work, anecdotal records and checklists.

DIAGNOSTIC ASSESSMENT- is used to provide an indication of progress for teacher analysis in areas of need. It often takes place at the beginning of a learning program and can be used to identify student strengths and areas for improvement. It informs the use of support programs for students across the school.

- **Diagnostic assessment includes:** Letters and Sounds, Heggerty Phonemic Awareness, cold tasks in Talk for Writing and Top Ten Maths.
- NAPLAN past papers for Years 2,4,6 are used to provide teachers with an indication of areas of need in teaching and support programs.

SUMMATIVE ASSESSMENT- is used to establish the level of achievement at the end of a course or unit of study and summarises what students have learnt to that point in time. Grades or scores for each assessment task contribute to the overall grade on a report and guide teachers in future planning.

Summative assessment includes:

- Menzies CS Whole School Assessment Schedule provides a schedule of the whole school summative assessments for the year. (see Appendix 1)
- NAPLAN (National Assessment Program Literacy and Numeracy) for Years 3,5, 7 and 9.
- Online Literacy and Numeracy Assessment (OLNA) Year 10, 11, and 12.
- Standardised Tests e.g. Acer's Progressive Achievement Tests for Spelling, Reading and Mathematics (PAT-S, PAT-R and PAT-M)
- On-Entry Assessment in Literacy and Numeracy for Pre Primary students.
- On-Entry Assessment of Reading skills for Years 1 and 2.
- Brightpath writing assessment.



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EVALUATIVE ASSESSMENT- is concerned with the overarching performance at all levels in a school system. It is used to inform curriculum planning and provide information for monitoring and accountability. Data is used for school development and action planning. It allows for the evaluation of the effectiveness of programs and the efficient use of resources.

A Whole School Approach to Data Analysis

To enable the school to make fair, informed decisions about whole school teaching and learning programs, MCS tracks the progress of each child through a series of whole school summative assessments. See attached **Whole School Assessment Schedule**.

Appendix 1

Analysis of the data enables teaching staff to monitor progress and achievement of each individual student and cohorts of students. It is used to triangulate information to check and balance judgements about student performance and inform teaching and learning programs, including enrichment and support programs, for individuals, classes or the year group cohort.

MODERATION:

Moderation aims to ensure consistency of judgements across the school and between schools. Teachers have opportunities to engage in moderation to determine student grades against a common external standard of achievement set by the School Curriculum and Standards Authority (SCSA).



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REPORTING

Reporting is the process of communicating the outcomes of assessments to parents, carers and students”, (Western Australian Curriculum and Assessment Outline. 2013).

FORMAL REPORTING:

At the end of each semester teachers from MCS and SIDE will report the achievement of each student from Kindergarten to Year 12, using the Department-endorsed reporting templates. **See Appendix 2: Whole School Reporting Cycle** which details what Menzies Community School teachers report on and when.

Students who are identified as Students at Educational Risk (SAER) and Schools Disability Resourced students may be reported on using the Reporting to Parents Special Educational Needs (SEN) tool. Teachers will identify students requiring learning adjustments in learning areas and determine specific objectives and clearly outline them in their Individual Education Plans.

INFORMAL REPORTING:

As well as formal reporting to parents, Menzies Community School also provides other informal reporting opportunities for parents.

Parents may observe their child’s progress in a class assembly, class displays, Sporting Carnivals or on a class excursion.

Classroom teachers will communicate informally with parents by way of classroom meetings, interviews, emails, Facebook and texts from the school mobile.

REPORTING TO THE SCHOOL COMMUNITY:

Data reviews are presented to the School Board on a regular basis.

The Annual School Report published on the Schools Online website includes whole school performance in key assessments and achievements against targets.

An external review conducted by the DOE of the school’s self- assessment processes and achievement data sets is undertaken every three years.

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