



KOORANA EDUCATION SUPPORT CENTRE

Curriculum, Assessment and Reporting Policy

Version 2: May 2015

1. Curriculum in WA K-10/Guiding Principles: Curriculum and Assessment Outline

- The following Guiding Principles of the Curriculum in WA K-10/Curriculum and Assessment Outline help guide Koorana ESC's curriculum planning and implementation, assessment and reporting.
 1. Western Australian Value of Schooling – these articulate what our school believes all students should value as a result of the programs they undertake.
 - a. Respect and concern for others and their rights
 - b. Pursuit of knowledge and commitment to achievement of potential
 - c. Self-acceptance and respect of self
 - d. Social and civic responsibility
 - e. Environmental responsibility
 2. Students with diversity – we acknowledge that all students have a right to an education that is equitable and embraces diversity. We recognise that our students' education must be inclusive of their individual strengths and needs.
 3. Principles of Teaching and Learning – we focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning.
 - a. Opportunity to learn – we acknowledge that all learning experiences should enable students to observe and practise the actual processes, products, skills and values that are expected of them.
 - b. Connection and challenge – we agree that learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
 - c. Action and reflection – we understand that learning experiences should encourage both action and reflection on the part of the student.
 - d. Motivation and purpose – we acknowledge that learning experiences should be motivating and their purpose clear to the student.
 - e. Inclusivity and difference – we understand that learning experiences should respect and accommodate differences between learners.
 - f. Independence and collaboration – we adopt a collaborative approach to providing learning experiences where students are encouraged to learn both independently and from and with others.
 - g. Supportive environment – our school and classroom settings are safe and conducive to effective learning.
 4. Principles of Assessment
 - a. Assessment is an integral part of Teaching and Learning – our assessments provide information about fine changes in student learning related to specific aspects of their learning. They are

- carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.
- b. Assessment is educative – we ensure that our assessment practices are educationally sound and contribute to learning.
 - c. Our assessments are fair and take into account the diverse needs of our students.
 - d. Assessments are designed to meet their specific purpose – we collect information to establish where students are in their learning for summative (assessment *of* learning) and formative (assessment *for* learning) purposes.
 - e. Assessments lead to informative reporting – we report at the end of each teaching cycle. Our reports provide an accurate summary of the formative and summative assessment information collected for each student.
 - f. Assessment leads to school-wide evaluation processes – our school pays particular attention to teachers' qualitative and quantitative data and standardised test data to provide explicit information for our improvement targets.
5. Phases of Schooling – our students are immersed in a well-balanced curriculum with different priorities for different phases of schooling.

2. Policy Links and Requirements

Koorana Education Support Centre's Curriculum, Assessment and Reporting Policy is aligned to the Department of Education's Curriculum, Assessment and Reporting: Policy and Guidelines (January 2015). As such, the School adheres to the requirements stated in the Policy.

- Comply with the requirements of the School Curriculum and Standards Authority.
 - In the case of students attending Koorana ESC, the requirements state: *If there is a legitimate reason for a student to be following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), schools should negotiate and document any variation to the reporting of the student's achievement with the student and her/his parents or carers.* The School undertakes case conferences with parents, teachers, health professionals, the school psychologist, outside agencies (e.g. DSC, DCPFS, etc.) and other relevant stakeholders to produce an individual education plan for every student two times per year.
- Assess and report achievement of each student at the end of each semester.
 - Koorana ESC administers and uses data from prescribed system assessments in addition to the collection of more meaningful data on the achievement of IEP outcomes and objectives. The school uses Individual Curriculum Guides Data Checklists to track student progress over their years of schooling. This data and checklists are used to record student achievement information and to inform planning for future programs.
- Comply with the *Curriculum, Assessment and Reporting Procedures*.

Curriculum

- Curriculum provision at Koorana ESC is based on whole-school curriculum planning carried out by all staff (teaching and non-teaching) and is described in the School's Business Plan and School's Operational Plans.
- All students are provided with opportunities to receive a minimum of fifty per cent of curriculum instruction in literacy and numeracy.
- All students are provided with opportunities to participate in a minimum of two hours of physical activity each week.
- All students have an Individual Education Plan which is created to ensure there is an appropriate curriculum for each child suitable to their individual needs.
- Individual Education Plans are devised at the beginning of each semester with input from students' families, health professionals, the school psychologist, outside agencies (e.g. DSC, DCPFS, etc.) and other relevant stakeholders. These IEPs include:
 - a minimum of 3 objectives each for English and Mathematics
 - priority objectives based on the students' immediate individual learning needs
- Teachers develop classroom plans each semester providing curriculum teaching and learning programs for each learning area with demonstrated links to the School's Business and Operational Plans.

Assessment and Reporting

- Students are assessed using a number of different diagnostic, formative and summative assessment tools, including but not limited to:
 - Pre-Entry Assessment for students in their first year of compulsory schooling
 - Words Their Way placement testing at the beginning of each year
 - Neale Analysis of Reading during February/March each year
 - Key Maths diagnostic assessment during February and March each year
 - Direct Instruction placement tests as required
 - Curriculum Guides Data Collection Checklists at the end of each semester each year
 - Achievement of IEP outcomes and objectives at the end of each semester each year
- Information to parents and carers on student achievement is both regular and relevant and takes the form of:
 - Two reports (using the Department's SEN Reporting to Parents tool) each year at the end of each semester
 - Daily communication books and other means of regular contact to convey information on student work and achievement