

## **Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K – 12**

These policy standards are to be read in conjunction with the policy – PD/2005/0290/V09.

### **1. Curriculum planning and programming - Curriculum and allocation of time**

Curriculum planning and programming will account for the needs of all students.

This includes students with disabilities enrolled in regular classes, special classes and special schools. For students with an intellectual disability, where the learning program does not follow age/stage curriculum expectations of Board of Studies syllabuses, consultation on curriculum outcomes and content occurs with parents/carers.

#### 1.1 Years K – 6

Learning programs, based on Board of Studies (BOS) syllabuses, are to be provided to address each learning area in each year of schooling.

In providing curriculum, schools are to ensure that priority is given to English and Mathematics in all primary years especially in the early years.

Schools have flexibility in how they deliver learning programs, for example through integrated programs, provided that:

- approximately 50% of time is allocated for English and Mathematics and 40% of time for the other KLAs and sport
- as part of the 40% allocation, schools are to include two hours per week for planned physical activity, including in Years 3 – 6, a minimum of one hour for sport
- provision is made for Special Religious Education in each primary year, where authorised personnel from approved providers are available.

There are no additional K – 6 curriculum requirements for schools to meet.

#### 1.2 Years 7 – 10

Learning programs, based on Board of Studies syllabuses, are to be provided for each subject or course in each year of schooling. In providing this curriculum program, schools will meet the requirements of the Board of Studies for students to gain the School Certificate. The Department also sets additional requirements.

The following summarises the combined BOS and Department minimum requirements for government schools when providing curriculum:

- 500 hours per subject for English, mathematics and science, over Years 7 – 10
- 400 hours for HSIE, including in Years 7 - 8, 100 hours for geography and 100 hours for history and, in Years 9 - 10, 100 hours for Australian history and 100 hours for Australian geography,
- 100 hours of one language in a continuous one-year period
- 200 hours for technology (mandatory) over Years 7 and 8
- 100 hours for music and 100 hours of visual arts

- 300 hours for PDHPE, over Years 7 – 10, in each of the years<sup>1</sup>
- 400 hours for additional studies (electives) which may involve Board Developed courses or school developed Board-Endorsed courses
- 80 – 120 minutes per week for sport<sup>1</sup> in each of the Years 7, 8, 9 and 10
- Special Religious Education in each of Years 7, 8, 9 and 10, where authorised personnel from approved providers are available

<sup>1</sup> Note that schools are required to provide students with two hours of planned physical activity, which can be achieved through activity in Physical Education and Sport. Where an integrated sport pattern occurs, two periods providing 80 minutes are to be allocated; where a staggered or traditional sport pattern is used, two to three periods providing 80 – 120 minutes are to be allocated.

### 1.3 Years 11 – 12

Learning programs, based on Board of Studies syllabuses (or approved courses), are to be provided to address each subject provided in Years 11 and 12. In providing this curriculum program, schools will meet the requirements of the Board of Studies for students to gain a HSC.

In addition to Board of Studies requirements for students to gain a HSC, government schools are to provide students with:

- the 25-hour personal development and health education course, *Crossroads*
- 80 – 120 minutes per week for sport, if students are in Year 11, and for students in Year 12, if Year 12 students wish to participate
- Special Religious Education, where authorised personnel from approved providers are available.

## 2. Assessing

Schools are to undertake assessment to collect information about students' learning. This will occur through both formal and informal activities.

Assessment of student learning will be undertaken for all learners, including students with disabilities:

- enrolled in regular classes;
- enrolled in special classes or in special schools;
- accessing life skills outcomes and content in Years 7-10 or following life skills patterns of study in Years 11 and 12.

When students are provided with accommodations to support student learning, accommodations will also be provided during assessment activities.

### 3. Reporting to parents – components of the written report

The parents of all students are to be provided with a written report twice a year. The written report for each student will

- (i) use plain language
- (ii) provide information on a student's learning in each of the key learning areas (KLAs) or subjects, as described in 3.1
- (iii) compare the student's achievement in each KLA or subject against state-wide syllabus standards<sup>1</sup> using a scale as defined in 3.2
- (iv) include teacher comments for each KLA or subject; comments will identify areas of student strength and for further development
- (v) have information about the student's attendance at school
- (vi) provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- (vii) provide information about the student's social development and commitment to learning.

<sup>1</sup> Syllabus standards are described by the components of a syllabus. The components that contribute to teachers' understandings of syllabus standards include objectives, stage or foundation statements, syllabus outcomes and syllabus content or indicators. Foundation statements (K-6) and Stage statements (Years 7-10) encompass, at a broader level than syllabus outcomes, the nature and scope of learning in each stage.

#### 3.1 Reporting to parents - achievement in each key learning area

##### 3.1.1 Years K – 6

Schools will report on the six key learning areas of English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development, Health and Physical Education and Creative Arts.

In English and Mathematics, reports will show achievement information for each broad syllabus strand.

In Kindergarten, reports will include English and Mathematics and other key learning areas covered in the reporting period.

Languages will be reported in schools which provide students with a Languages program of two or more hours per week.

##### 3.1.2 Years 7 – 10

Schools will report on subjects or courses studied in the eight key learning areas of English, Mathematics, Science, Technology, Human Society and Its Environment, Personal Development, Health and Physical Education, Creative Arts and Languages.

In all KLAs, reports will show information for components of each subject.

##### 3.1.3 Years 11 – 12

Schools will report on subjects or courses studied. In all subjects or courses, reports will show information for components of each subject.

### 3.1.4 English as a second language (ESL) students, K -10

Reports for students learning English as a second language (ESL students)<sup>1</sup> in primary, central and high schools, will provide information about

- learning in each of the key learning areas or subjects or courses studied and
- information about the student's progress in learning English from the ESL teacher, where students are receiving ESL support through direct teaching or collaborative teaching modes.

Reports for students learning English as a second language (ESL students)<sup>1</sup> in an Intensive English Program (IEP) through an Intensive English Centre (IEC) or Intensive English High School (IEHS)<sup>2</sup>, will provide information about the student's progress in learning English and other KLAs studied, described with reference to the Department's Intensive English Program Curriculum Framework.

<sup>1</sup> An ESL student is a student from a language background other than English (LBOTE) who is receiving support through a school's ESL Targeted Support or ESL New Arrivals Program. New arrival ESL students are those who have been in an Australian school for four terms or less.

<sup>2</sup> New arrival students of secondary age may be enrolled in IECs and the IEHS for short term intensive English language tuition in preparation for enrolling in a regular high school.

### 3.1.5 Students for whom accommodations and/or learning adjustments have been made

Reports for students enrolled in regular classes, special classes and special schools for whom accommodations<sup>1</sup> and/or learning adjustments<sup>2</sup> have been made, will provide information about learning

- in K – 6, in each of the six key learning areas,
- in 7 – 10, in subjects or courses studied in the eight key learning areas or, where undertaken, life skills outcomes and content,
- in 11 – 12, in subjects or courses studied, or where undertaken, subjects undertaken as part of life skills patterns of study.

For students for whom learning adjustments have been made, the report will show achievement in components of the negotiated, adjusted program in each KLA or subject.

<sup>1</sup> Accommodations are changes to an environment that will allow students with additional needs to participate fully in the same learning, working towards the same syllabus outcomes and content, as all other students of the same age/stage. Accommodations could include sign language, Braille, a reader or scribe, access to technology, personal carer support or modifications to equipment, furniture and learning spaces.

<sup>2</sup> Learning adjustments are measures or actions taken in relation to teaching, learning and assessing that enable a student to access and participate in achieving syllabus outcomes and content, that are different from those for the age/stage group, and that meet the student's personalised learning needs.

### 3.2 Reporting to parents – comparing student achievement against state wide syllabus standards in each key learning area

#### 3.2.1 Kindergarten

Reports will describe how a child's achievement compares with syllabus standards through teacher comments.

#### 3.2.2 Years 1 – 10

Schools will use the following five point achievement scale to report to parents for students in Years 1 – 10. Achievement is judged in relation to syllabus standards.

The achievement scale is to be used for reporting all KLAs or subjects, except VET courses, where competency will be reported.

The achievement scale enables schools:

To 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 very 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

Where the words summaries are used the report will contain a statement to explain that the five point achievement scale used in this report equates to the A – E scale.

#### 3.2.3 Years 11 – 12

Schools will use a numerical score (1-100) or use A-E (or equivalent) achievement grades to clearly convey what the student knows and can do in relation to syllabus standards in each course.

For VET courses, schools will report on competency achievement.

### 3.2.4 English as a second language (ESL) students, K -10

Schools will use the following grades for ESL students to report achievement in English when reporting to parents. The student's report will indicate that it shows achievement in learning English judged in relation to the *ESL Scales*.

- ESL 6 The student can communicate with developing accuracy and complexity of language in formal and informal situations. With assistance, the student can analyse complex texts and can improve their writing through planning and revision.
- ESL 5 The student can communicate with varying fluency and accuracy, ideas about a range of topics. With assistance, the student can analyse unfamiliar texts and write and edit using appropriate language and structure.
- ESL 4 The student can communicate ideas about familiar topics using suitable language. With assistance, the student can understand the main ideas and details in texts and plan and write about a variety of familiar topics.
- ESL 3 The student can take part in simple conversations in social and learning situations. With assistance, the student can read and learn from simple texts and can write stories and factual texts.
- ESL 2 The student can communicate simple messages in familiar situations. With assistance, the student can read and write simple texts about personal experiences, events and ideas.
- ESL 1 The student is beginning to learn English. Some students can communicate using single words. Other students can communicate using simple words and phrases and can read and write simple sentences.

For new arrival ESL students in primary, central and high schools, if appropriate, other KLAs or subjects studied may be reported against the five point achievement scale (as in 3.2.2), otherwise only a comment need be provided.

For new arrival ESL students in IECs and IEHS, students' achievements in other KLAs are to be described against the standards of the Department's *Intensive English Program Curriculum Framework*.

For other ESL students (more than four terms in an Australian school), achievement in the KLAs or subjects (other than English) will be reported using the five point achievement scale (in 3.2.2). ESL students' achievement in primary KLAs or secondary subjects will be assessed against syllabus standards.

### 3.2.5 Students for whom accommodations have been made

Schools will use the **five point achievement scale** to report to parents for students in Years 1 – 10. The achievement of students is to be judged in relation to syllabus standards.

### 3.2.6 Students for whom learning adjustments have been made

For students for whom learning adjustments have been made because of an intellectual disability, the student's report will indicate that it shows achievement against a personalised learning program i.e.

P – Personalised The student has learning needs that require access to content and competencies that are at a different level from their age peer group

In general, 'personalised' reports will be provided for students with moderate or severe levels of intellectual disability, but may also be provided for students with other confirmed disabilities in those KLAs where a learning adjustment has been provided.

In addition to reporting the student's achievement, in key learning areas or subjects where learning adjustments have been made, through written comments, schools also may report the student's achievement using the following scale:

P4 – Independent The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

P3 – Frequent The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

P2 – Occasional The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

P1 – Beginning The student has some existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

### 3.3 Reporting to parents – comparing student achievement with the child's peer group at the school in each key learning area or subject in Years 1 – 12

In response to requests from a child's parents/carers, schools are to provide information on how their child's achievement compares with the performance of the student's peer group. This information will take the form of the number of students in the school peer group receiving each grade or achievement level.

For Years 1 – 10, **school reports**, except those referred to in 3.3.1, 3.3.2 and 3.3.3, where a peer group comparison is not required, **will include the following statement:**

**You are encouraged to ask the school to provide you with written information that clearly shows your child's achievement compared to his or her peer group at school. This information will show you the number of children in the group in each of the achievement levels.**

Schools will advise parents on the written report how the information can be accessed.

For Years 11 and 12, information on how student achievement compares with that of the peer group will be provided through course group rankings or grade distributions.

- 3.3.1 *Schools where the peer group is less than five students* are to negotiate with the school community in relation to providing data for comparison. The negotiation should ensure that the potential for publicly releasing information about individual students is avoided.
- 3.3.2 *For ESL students in IECs and the IEHS*, where students are grouped according to their level of English language competence, schools are to provide parents with information about their child's achievement in relation to other students who are at the same level of English language development.

*For ESL students at primary, central and high schools, who are new arrivals in Australian schools (four terms or less)*, schools are not required to provide information to parents about how their child compares with the student's peer group.

3.3.3 *Students for whom learning adjustments have been made*

Where students are reported with 'personalised learning needs', schools are not required to provide information to parents about how their child compares with the student's peer group and the student is not included in the number of students achieving at each of the five levels of the achievement scale.