



Curriculum planning and programming, assessing and reporting to parents K-12

Cessnock West Public School is committed to providing quality learning experiences for students through curriculum planning and teaching programs including assessment and reporting to parents.

Curriculum planning and programming

Cessnock West PS plans curriculum and develops teaching programs which are consistent with the Education Act and Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses and credentialing requirements.

- Curriculum planning and teaching programs meet the [Policy Standards](#).
- Curriculum planning 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.
 - Learning programs, based on Board of Studies (BOS) syllabuses, are provided to address each learning area in each year of schooling.
 - In providing curriculum, Cessnock West Public School ensures that priority is given to English and Mathematics in all primary years especially in the early years.
 - Cessnock West PS aims to meet DoE recommendations regarding allocation of time by delivering integrated programs, where:
 - 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.
- Teaching programs will incorporate assessment as an integral component.
- Teaching programs will indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.

Assessing

Cessnock West PS plans assessment so that:

- (i) students can demonstrate achievement of outcomes for the relevant stage of learning.
- (ii) valid and reliable assessment strategies are used.
- (iii) the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.

- When students are provided with accommodations to support student learning, accommodations will also be provided during assessment activities.
- 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:
 - (i) guide ongoing teaching and learning.
 - (ii) monitor and evaluate student progress.
 - (iii) report achievement to parents and relevant authorities in accord with school requirements and department policy.

Reporting

- Cessnock West PS will provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.
- Cessnock West Public School's procedures for reporting to parents will be:
 - (i) based on the department's policy.
 - (ii) time efficient and manageable.
 - (iii) developed in consultation with parents/carers and teachers.
- Cessnock West PS will provide parents/carers with a written report on their child's learning at least twice per year. The components of the written report will meet the [Policy Standards](#) as outlined:
 - (i) use plain language
 - (ii) provide information on a student's learning in each of the key learning areas (KLAs) or subjects
 - (iii) compare the student's achievement in each KLA or subject against statewide syllabus standards using a five point achievement scale
 - (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.

- Cessnock West PS 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.
- Reports for students enrolled in regular classes for whom accommodations¹ and/or learning adjustments have been made, will provide information about learning in each of the six key learning areas. 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.

Note: 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.

- Cessnock West PS will provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers.
- Cessnock West PS will disseminate to parents/carers the reports from state-wide testing programs and, as appropriate, will provide opportunity for discussion between teachers and parents/carers.

Supporting documents

NSW Department of Education Curriculum Planning and Programming, Assessing and Reporting to Parents K-12

NSW Department of Education Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K – 12