

## SCHOOL COUNCIL POLICY

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Policy: EDUCATIONAL POLICIES  
Curriculum planning and programming, assessing and reporting to  
parents / carers

Number: 4.5

Source of Authority: NSW Department of School Education. (1996) Principles for Assessment and Reporting in NSW  
government schools. Ryde

NSW Department of School Education. (1997) Strategies for Assessment and Reporting Primary Schools. Ryde

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### Preamble

Curriculum planning and programming develop teaching programs which are consistent with the NSW Education Act and NSW Board of Studies syllabuses and credentialing requirements. Assessment is the process of collecting evidence of student learning in order to draw inferences about the current level of attainment of an individual or group. Assessment and reporting of student learning is undertaken formally and informally for all learners. Student Reporting is the process of communicating information to a range of stakeholders about student learning—including a student's level of attainment and progress.

The fundamental purpose of assessment and reporting is to improve student learning at the system, school and classroom level.

### 1. Curriculum planning and programming

- 1.1 Curriculum planning and teaching programs will meet the NSW DET policy standards.
- 1.2 Teaching programs will indicate the targeted outcomes, the teaching activities planned, strategies for differentiation to cater for individual learning and the intended assessment strategies.
- 1.3 Teaching programs will incorporate the assessment of students as an integral component.

### 2. Assessment

- 2.1 Assessment will;
  - i) be relevant
  - ii) be appropriate
  - iii) be fair
  - iv) be accurate
  - v) provide useful information
  - vi) be integrated into the teaching and learning cycle.
  - vii) draw on a wide range of evidence
  - viii) be manageable
- 2.2 The school 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 efficient and manageable for teachers

2.3 Teachers plan formal assessment strategies when developing teaching programs and also make informal assessments in the course of teaching and learning.

2.4 Teachers use a variety of appropriate assessments for judging student achievement.

2.5 Teachers collect and record assessment information to:

- (i) guide ongoing teaching and learning
- (ii) monitor and evaluate student progress
- (iii) report achievement to parents / carers and relevant authorities

### **3. Reporting**

3.1 The School will provide parents/carers with formal and informal opportunities to receive information about, and to discuss their child's learning. The school's procedures for reporting to parents/carers are:

- (i) based on the NSW DET's policy
- (ii) time efficient and manageable and
- (iii) developed in consultation with parents/carers and teachers.

3.2 The school will provide parents/carers with a written report on their child's learning twice per year. The components of the written report will meet the NSW DET Standards. The report will provide information on how a child's achievement compares with the syllabus outcomes and information about the student's social development and work habits.

3.3 Parent / teacher interviews are provided for all parents / carers at the end of Semester 1. Additional interviews may be requested by parents / carers or the teacher at any time throughout the year.

3.4 The school will disseminate to parents /carers all reports from national testing programs and will provide opportunity for discussion about these results if appropriate.