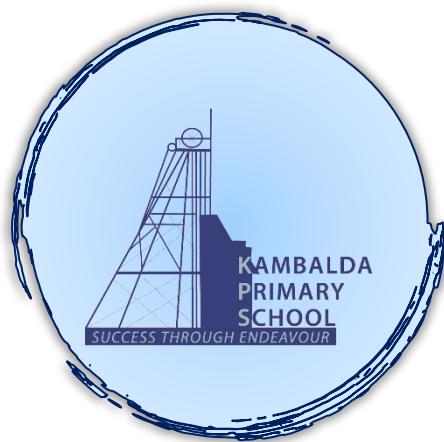Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

KAMBALDA PRIMARY SCHOOL
Curriculum, Assessment & Reporting Policy

Version date: February 2025

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POLICY STATEMENT

The School Curriculum and Standards Authority (SCSA) require all schools to implement the Western Australian Curriculum and Assessment Outline to meet the learning needs of all students. This policy applies to Kambalda Primary School as a public school in Western Australia.

Kambalda Primary School will implement the Kindergarten to Year 6 Western Australian curriculum in accordance with;

- The Policy Standards for Kindergarten to Year 10: Teaching, Assessing and Reporting.
- The Principles of Learning, Teaching and Assessment detailed within the Western Australian Curriculum and Assessment Outline.
- The Kindergarten to Year 10 Western Australian curriculum providing a coherent and comprehensive set of prescribed content and achievement standards which schools use to plan student learning programs, assess student progress and report to parents.
- Year level syllabuses for English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages.
- The Western Australian syllabuses as they remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject. At Kambalda Primary School, Arts will be taught by the classroom teacher, with the exception of some leadership staff, and will be Visual Arts and Drama.

CURRICULUM PROGRAMS & APPROACHES

At Kambalda Primary School, we implement consistent, evidence-based programs across our classes to ensure learning is explicit, effective and cumulative over each student's educational journey.

ENGLISH

PLD

PLD is an evidence-based Structured Synthetic Phonics Program closely aligned with the Science of Reading and endorsed by the WA Government as a preferred literacy program under the WA Phonics Initiative.

HEGGERTY

Heggerty is an evidence-based phonemic awareness instruction program for students used for students in Kindy to Year 3 and beyond. Lessons are conducted daily and systematically build on previous skills.

SEVEN STEPS FOR WRITING SUCCESS

Seven Steps is an evidence-based writing program, that breaks writing into seven key techniques providing students with the skills to take them throughout their schooling. Through chunking skills, students practise and master skills in a supported and systematic way.

MATHEMATICS

POLYA's PROBLEM SOLVING METHOD

Polya's problem-solving method is a systematic four step process for solving problems. This enables students to break the problem into chunks to achieve success.

THE CRA MODEL OF INSTRUCTION

The CRA (Concrete, Representational, Abstract) model of instruction supports student learning and retention of concepts by first using concrete materials to understand content before moving to relevant representations and then the abstract, using numbers and symbols.

INDIVIDUAL PLAN GUIDELINES

At Kambalda Primary School students who are working at a 'D' grade or below through Reporting to Parents, any student under the care of the Department of Child Protection or have been identified by Disability Resourcing System have an Individual Education Plan. Some students who are working at a 'D' Grade may have a Group Education Plan to cater for their individual needs in the classroom. All Individual Education Plans need to be discussed with parents or guardians and signed by all stakeholders. Individual Education Plans are to be reviewed at least once a semester and are to be completed on SEN Reporting to Parents.

CURRICULUM ORGANISATION

As outlined in our Operational Plan, we employ consistent structures in our Literacy and Numeracy lessons across our school. All years utilise the Literacy and Numeracy Block Structures appropriate to their year level and implement a Daily Review.

LITERACY AND NUMERACY STRUCTURES

LITERACY BLOCK FORMAT: KINDERGARTEN

At Kambalda Primary School, we use a consistent Literacy Block Structure in all classrooms. This structure is implemented 4 days a week, excluding classroom teacher DOTT days, to ensure that Literacy is a focus for our students. The Literacy Block Structure is a guide for planning and should be tailored to the learning needs of each class based on student achievement and progress data.

LESSON COMPONENT	TIMEFRAME	PURPOSE	@KPS
DAILY REVIEW	15 minutes	• Consolidates students' understanding and develops their fluency in essential understandings for literacy sessions. • Commit learning to their long-term memory	• Previously taught skills and concepts are reviewed in a sequenced and planned way • Refer to the 'Daily Review' indices. • Use the full participation tactics
ORAL LANGUAGE	15 minutes	• Cognitive development • Conceptual understanding • Foundation for literacy • Problem solving and critical thinking • Social development	• Partner share • Oral response to reading comprehension. • Singing songs
SEMANTICS/PHONICS	20 minutes	• Sound-letter correspondence • Foundation for literacy • Concept formation • Critical thinking	• Vocabulary / word learning • Word relationships • Beginning sounds • Syllables • Rhyme • Interactive play • Follows the Pedagogical framework
MODELLED READING	20 minutes	• Demonstrating fluent reading • Building vocabulary • Developing background knowledge • Fostering a love for reading • Modelling reading strategies and behaviours • Cross curricular opportunities	• Can be read during Crunch and Sip • At KPS, modelled reading, also known as read-aloud or teacher read-aloud, is a teaching strategy where a teacher reads a text aloud to children. This method serves multiple purposes in early childhood education, fostering various aspects of literacy and cognitive development.
LITERACY APPLICATION	30 minutes	• Opportunity to assess, work 1:1 or differentiate • Interactive play opportunities • Promotes independent learning • Enhances literacy skills • Tailored to learning needs	• 1:1 or small groups with teacher and EA • Other students are given Agency and choose their activities • Tables should include play based / playful learning opportunities • Reflect learning in the classroom • Not an opportunity for explicit learning • Rich language environment
HANDWRITING/ FINE MOTOR	15 minutes	• essential for developing hand-eye coordination, muscle strength, manual dexterity, and cognitive skills.	• Handwriting practice: Activities that involve writing, tracing, and drawing help children develop fine motor skills necessary for writing. • Manipulative Use: Tools such as letter tiles, playdough, magnetic letters, and puzzles enhance fine motor coordination and dexterity.

LITERACY BLOCK FORMAT: PRE-PRIMARY-YEAR 2

At Kambalda Primary School, we use a consistent Literacy Block Structure in all classrooms. This structure is implemented 4 days a week, excluding classroom teacher DOTT days, to ensure that Literacy is a focus for our students. The Literacy Block Structure is a guide for planning and should be tailored to the learning needs of each class based on student achievement and progress data.

LESSON COMPONENT	TIMEFRAME	PURPOSE	@KPS
DAILY REVIEW	15-25 Minutes	• Consolidates students' understanding and develops their fluency in essential understandings for literacy sessions. • Commit learning to their long-term memory • RETRIEVAL, SPACED & INTERLEAVED PRACTICE	• Previously taught skills and concepts are reviewed in a sequenced and planned way • Refer to the 'Daily Review' indices • Use the full participation tactics
PHONICS/SPELLING (PLD)	15-20 Minutes	• Equips learners with the strategies to code and decode words	• In line with the PLD framework • Using the scaling up Success norms and language • Short, sharp and focused. • Use the full participation tactics
READING-APPLICATION	30 Minutes	• Opportunity to practise already taught skills and commit learning to their long-term memory. • Differentiated to suit individual needs and goals. • Practise reading skills and provide on the spot feedback • Opportunity to assess individually • Building memory schemas	• Differentiated reading groups or fluency pairs • Activities based on targeted learning needs of the class, groups or individuals. • Magic words, fluency, vocabulary, multiple exposures (HITS) • Whole-class comprehension experiences.
DAILY WRITING	20 Minutes	• Work on individual goals. • Practise all literacy skills. • Provide fast feedback allowing students to implement the following day.	• Students will engage in 20 minutes of uninterrupted writing. • Writing conferences to focus on individual goals (Bump Boards) • On the spot feedback given to students (HITS)
EXPLICIT MODELLED LESSON	30-40 Minutes	• Explicitly teach new content • Corrective instruction may be given to target learning needs.	• Grammar, punctuation, sentence structure and text types are taught using the gradual release model strategy and mini whiteboards. • Use the full participation tactics
REFLECTION	5 Minutes	• Celebrate achievements • Tribes reflection pelican	• Tribes

*High Impact Teaching Strategies (HITS): See Pedagogical Framework

LITERACY BLOCK FORMAT: YEAR 3-6

At Kambalda Primary School, we use a consistent Literacy Block Structure in all classrooms. This structure is implemented 4 days a week, excluding classroom teacher DOTT days, to ensure that Literacy is a focus for our students. The Literacy Block Structure is a guide for planning and should be tailored to the learning needs of each class based on student achievement and progress data.

LESSON COMPONENT	TIMEFRAME	PURPOSE	@KPS
DAILY REVIEW	15 Minutes	• Consolidates students' understanding and develops their fluency in essential understandings for literacy sessions. • Commit learning to their long-term memory	• Previously taught skills and concepts are reviewed in a sequenced and planned way • Refer to the 'Daily Review' indices • Use the full participation tactics
PHONICS/SPELLING (PLD)	15 Minutes	• Equips learners with the strategies to code and decode words • Allow student to understand the Morphology of words - prefixes, suffixes, root words (etymology)	• In line with the PLD framework • Using the scaling up Success norms and language • Short, sharp and focused. • Use the full participation tactics
SHARED READING	20 minutes	• Deeper learning • Cross curricular opportunities • Provide opportunities to demonstrate comprehension and vocabulary understanding	• Read text as a class *Class discussion • Teach tier 2 & 3 vocabulary • Students read the text in mixed ability pairs while teacher works with a small group of students • Sentence level writing directly linked to text OR Comprehension strategy directly linked to writing: summarising, forming questions, note taking etc.
READING APPLICATION	30 Minutes	• Opportunity to practise already taught skills and commit learning to their long-term memory. • Differentiated to suit individual needs and goals. • Provide on the spot feedback. • Opportunity to assess individually	• Differentiated reading groups or fluency pairs • Activities based on targeted learning needs of the class, groups or individuals. • Magic words, fluency, vocabulary, multiple exposures (HITS)
DAILY WRITING	20 Minutes	• Work on individual goals. • Practise all literacy skills. • Provide fast feedback allowing students to implement the following day.	• Students will engage in 20 minutes of uninterrupted writing. • Writing conferences to focus on individual goals (Bump Boards) • On the spot feedback given to students (HITS)
EXPLICIT MODELLED LESSON	20 Minutes	• Explicitly teach new content • Corrective instruction may be given to target learning needs.	• Grammar, punctuation, sentence structure and text types are taught using the gradual release model strategy and mini whiteboards. • Use the full participation tactics • Gradual release model
REFLECTION	5 Minutes	• Celebrate achievements • Tribes reflection pelican	• Tribes

*High Impact Teaching Strategies (HITS): See Pedagogical Framework

NUMERACY BLOCK FORMAT

At Kambalda Primary School, we use a consistent Numeracy Block Structure in all classrooms. This structure is implemented 4 days a week (75-minute lessons) to ensure that Numeracy is a focus for our students. The Numeracy Block Structure is a guide for planning and should be tailored to the learning needs of each class based on student achievement and progress data.

DAILY TIMED FLUENCY SCHEDULE				
YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PP	Number	Number	Number	Addition
YEAR 1-2	Addition	Subtraction	Addition	Subtraction
YEAR 3-6	Multiplication	Division	Multiplication	Division

LESSON COMPONENT		PURPOSE	@KPS
DAILY REVIEW		Commit learning to long term memory and incorporate mathematical **reasoning**.	• A daily review is completed as per the *KPS Numeracy Daily Review Structure*
WHOLE SCHOOL TIMED FLUENCY		Build **fluency** with basic facts reducing cognitive load.	• Daily Timed Fluency, as per the schedule above, is implemented for five minutes. • Students unable to complete activities outlined for their year level will complete those relevant to their abilities. • The focus is for students to improve against their own score.
MATH LESSON OF NEW CONTENT	WARM UP	To prepare students for mathematical thinking, **revising previous content** or prerequisites.	• A game or short activity is completed to revise prior knowledge. • Incorporate TRIBES energisers where possible.
	EXPLICIT INSTRUCTION	Build mathematical **understanding** of content.	• Learning intention and success criteria specifically stated. • Focus content is explicitly taught/revised. • Mathematical vocabulary is explicitly taught/revised.

	MODEL, PRACTICE & APPLY CONCEPTS	Build student capacity to apply understanding.	• A gradual release model is implemented, differentiated to meet the learning needs of students:
			  1. Teachers model concepts taught.
			  2. Students practice with support while teachers check for understanding, questioning and giving feedback.
			  3. Students independently practise applying their learning.
			• Over the week, progress from concrete (using manipulatives whenever possible), to representational (learning supported by images or other representations), to abstract (numerical representation of content without the support of concrete or representational materials).

	REVIEW	Provide opportunity to reflect upon engagement and learning, celebrate achievement, recall content increasing retention.	• Address any misconceptions. • Revise the focus content. • Check for understanding, including student self-belief.
PROBLEM SOLVING		Build competency and confidence in **problem solving**.	• Matharoo problems are provided each week via email from the MCL. • Students use Polya's method for problem solving to complete at least one problem per day. • Discuss diverse strategies used by students and explain reasoning.

NUMERACY DAILY REVIEW FORMAT

RATIONALE

At Kambalda Primary School, we use a consistent Daily Review format in all P-6 classrooms. This ensures previous content is committed to long term memory and includes structures to develop mathematical reasoning. Daily reviews should be tailored to meet the learning needs of each class based on student progress and achievement and data.

SPACED PRACTICE

The practice of scheduling review topics at regular intervals . By providing students with regular opportuntiies to review prior learning, they are far more likely to transfer skills and knowledge into long term memory.

INTERLEAVED PRACTICE

The practice of studying a range of topics in a single session. Short bursts of multiple concepts or interwoven topics allow students to encounter a variety of topics regularly as opposed to in one larger review.

RETRIEVAL PRACTICE

The practice of bringing information from long-term memory into working memory. Retrieving knowlidge from long-term memory strengthens the knowldge, allowing students to remember topics taught previously and reduces the likelihood of having to reteach. .

DAILY REVIEW STRUCTURE			
DEFINE	RECITE	MODELLED/SHARED QUESTION	APPLY

When a topic is new to the daily review, it is helpful to give student friendly definitions and revise key vocabulary needed to understand the topic.
 	
*Only for new topics
	As a class, recite any rules that may apply to the topic.
	
	*Only where rules apply for new topics
		Each of the following should be included at least once a week with the expectation that students justify their response:
		• A "Would you rather?" question that is linked to previous content or Place Value.
		  For Example:
		  ◦ Would you rather 3 tens and 4 ones or 4 tens and 3 ones?
		  ◦ Would you rather 8 50c pieces or 5 $1 pieces?
		  ◦ Would you rather 2/4 of $100 or 5/8 of $100?
		  ◦ https://deep-questions.com/would-you-rather-math/
		• A "Which one doesn't belong?" question that is linked to previous content. Effective questions have more than one way of answering. Some examples include: shape/colour; multiples of a number; odd or even; related decimals, fractions and percentages. https://www.mashupmath.com/blog/wodb-samples-grades-1-8 https://wodb.ca/numbers.html
		• A "How can we sort?" question that is linked to previous content.
		• A "Make the equation" question. This involves providing students with an image and having them create the equation to match. https://kristenacosta.com/number-talk-images/
			After a modelled or shared question, students will complete questions independently.

SUPPORTING ALL STUDENTS

• When a topic is new, it is helpful to walk through definitions together, removing scaffolding and working towards independence over time.
• Regularly review your review topics to ensure you are scheduling what students need most regularly.
• Design independent questions to challenge extension students.
• Reduce written text for struggling readers.
• Provide additional support for students by checking in with them as they work independently.
• Create a culture of mistakes. Remind students that effort is more important than outcomes.

SCHEDULING TOPICS

• Topics most recently taught should appear (one or two slides) each day.
• Place Value should appear (one or two slides) each day. All 6 aspects of Place Value should be included over each week (count, name/record, make/represent, calculate, rename, compare/order).
• Topics taught less recently (2-6 weeks ago) should appear on alternating days.
• Topics taught least recently (more than 6 weeks ago) should appear once a week.
• Time is taught twice a week.

REPORTING

ALL STUDENTS			
TERM 1	TERM 2	TERM 3	TERM 4
Parent Information Session & Parent-Teacher-Student (3 Way) Interviews	Formal Reporting To Parents (Semester 1 Reports)	Classroom Learning Journey	Formal Reporting To Parents (Semester 2 Reports)

JUDGING STANDARDS

Judging Standards is a tool that will be used by teachers at Kambalda Primary School so that assessments and reports align with the rest of the state and ensures consistency across the year levels and for students from year to year.

The Judging Standards resources comprise three, interrelated components.

Grades, and or achievement descriptions: for describing student achievement for the purpose of reporting. Grades, and/or achievement descriptions, are not assigned for individual pieces of work.

Assessment pointer: for validating teachers' professional judgement when reporting against a five-point scale. The pointers are examples of evidence in relation to the achievement standard; should be used with the annotated work samples; and exemplify what students may demonstrate rather than a checklist of everything they should do. In some learning areas, depending on what has been taught in the reporting period, teachers may refer to only a selection of the pointers in one or more of the subjects and/or contexts of the learning area.

Annotated work samples: for supporting teachers when reporting against the achievement standard; when explaining the differences between one students' achievement and another's; and, in implementing internal moderation practices. Moderation for Reporting focuses on those aspects of assessment where schools are required to be accountable for student performance and where it is important that teacher judgements are comparable. When undertaking moderation for reporting purposes, the emphasis is on broad classifications of student performance (e.g., reporting student performance in terms of grades or in terms of achieving the standard), and ensuring teachers have consistent interpretations of these broad classifications (*Western Australian Curriculum and Reporting Policy)*

REPORTING GUIDELINES

Please refer to the *KPS Reporting Guidelines* document.

REPORTING TO PARENTS SCHEDULE

The following schedule outlines the Learning Areas and Content descriptors to be reported each semester over a two-year cycle.

Legend:
- Denotes class teacher responsibility (blue)
- Denotes specialist teacher responsibility (teal)

In the table below: **C** = class teacher responsibility, **S** = specialist teacher responsibility, blank = not reported.

Learning Area	Learning Area/Content	Semester 1, Even Year							Semester 2, Even Year							Semester 1, odd year							Semester 2, Odd year						
		P	1	2	3	4	5	6	P	1	2	3	4	5	6	P	1	2	3	4	5	6	P	1	2	3	4	5	6
ENGLISH	Reading & Viewing	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Writing	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Speaking & Listening	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
MATHEMATICS	Number & Algebra	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Measurement & Geometry	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Statistics & probability	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
HaSS	History	S	S	S	S	S	S	S								S	S	S	S	S	S	S							
	Geography								S	S	S	S	S	S	S								S	S	S	S	S	S	S
	Economics & Business													S														S	
	Civics & Citizenship			S	S	S												S	S	S									
Science	Earth & Space								C	C	C	C	C	C									C	C	C	C	C	C	C
	Physical Sciences	C	C	C	C	C	C	C								C	C	C	C	C	C	C							
	Inquire Skills	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Biological Sciences								C	C	C	C	C	C									C	C	C	C	C	C	C
	Chemical Sciences	C	C	C	C	C	C	C								C	C	C	C	C	C	C							
The Arts	Visual – making	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Visual – responding	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Drama – making	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Drama - responding	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Health & Physical Education	Personal, Social & Community	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Movement and Physical Activity	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Language	Indonesian				S	S	S	S				S	S	S	S					S	S	S				S	S	S	S
Technologies	Digital Technology	S	S	S	S	S	S	S								S	S	S	S	S	S	S							
	Design and Technology								S	S	S	S	S	S	S								S	S	S	S	S	S	S

SEN REPORTS

All students who are on documented plans, will receive a SEN report. Content descriptors from the Western Australian Curriculum will be assessed by the teacher and indicated whether they have Achieved, Partially Achieved, Substantially Achieved or Not Achieved

EAL/D MAPS

All students who are learning English as an Additional Language or Dialect (EAL/D) will have their achievement reported against the English as an Additional Language or Dialect (EAL/D) Progress Map.

PARENT-TEACHER-STUDENT INTERVIEWS

The school will conduct 3-Way Interviews for parent-teacher-student in Term 1. Additional interviews, when requested will occur throughout the year. All students on IEPs will have meetings to review plans.

The Principal or Deputy will be present at the initial IEP meeting and any other meeting with a parent that either the Principal/Deputy or teacher feels necessary.

LEARNING JOURNEYS

The school will hold learning journeys in Week 9, Term 3. Learning Journeys are a way for the students to show their parents what they have been doing in the classroom throughout the year.

EVALUATION

This policy will be reviewed every two years by the Principal, Deputy and staff to ensure it stays current and relevant.