



*Floreat Park Primary School | An Independent Public School*

# *Curriculum, Assessment and Reporting*

RATIFIED BY
School Board
Review Date

DATE
June 2026
November 2029





## Rationale

This policy outlines Floreat Park Primary School's approach to curriculum delivery, assessment, moderation, and reporting. It ensures compliance with the Department of Education's Teaching, Assessing and Reporting Policy in Public Schools Policy and Procedures (2023) and alignment with the School Curriculum and Standards Authority (SCSA) expectations.

## Curriculum

Teaching and learning at Floreat Park PS is guided by the Western Australian Curriculum and Assessment Outline. All teachers are required to:

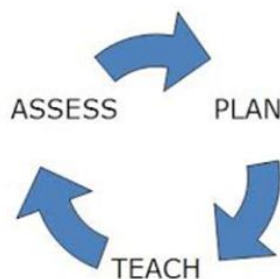
- Implement the full scope of the WA curriculum for students in Kindergarten to Year 6.
- Provide a minimum of 50% instructional time to literacy and numeracy across the week.
- Deliver a minimum of two hours of physical activity per week as part of structured teaching programs.
- Differentiate teaching to meet the learning needs of all students, including those with disabilities, EAL/D backgrounds, and high potential.

Curriculum planning is undertaken collaboratively in year-level teams and Professional Learning Communities (PLCs). Teachers work both horizontally (within year levels) and vertically (across phases) to ensure cohesion and consistency across learning areas.

Key curriculum planning principles at Floreat Park include:

- Clear, visible learning intentions and success criteria
- Planning that is evidence-based and responsive to student needs
- Integration of contemporary teaching strategies and digital tools
- Alignment with whole-school priorities and improvement targets

At Floreat Park PS, we strive to deliver a rigorous, inclusive, and engaging curriculum that meets the learning needs of all students. Teachers use evidence-based teaching strategies and consistent assessment practices to support student achievement and growth.



Student assessment data is analysed, reflected upon and informs teacher planning and whole school priorities. Teachers plan differentiated learning programs for identified students needing support, academic growth and engagement in their learning. There is a strong focus on intervention in the early years to ensure students have a firm foundation for lifelong learning.

(Appendix B)



# Assessment

Assessment is integral to effective teaching and learning. At Floreat Park PS, assessment is used to inform planning, track progress, and support students to take ownership of their learning.

We use the following types of assessment:

<p><b>Formative Assessment</b></p> <p>Ongoing, often informal, assessments conducted during instruction to inform teaching and provide timely feedback to students. Examples include:</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Class discussions and questioning</li> <li>• Work samples</li> <li>• Peer and self-assessment</li> <li>• Learning check-ins</li> </ul>	<p><b>Summative Assessment</b></p> <p>Used to evaluate student achievement at the end of a unit, term, or semester. This informs reporting and contributes to overall judgements against year-level achievement standards. Examples include:</p> <ul style="list-style-type: none"> <li>• Progressive Achievement Tests (PAT-R, PAT-M, PAT-S)</li> <li>• Whole-school assessment schedule (see Appendix A)</li> <li>• NAPLAN (Years 3 and 5)</li> </ul>
<p><b>Diagnostic Assessment</b></p> <p>Used to identify a student’s current knowledge, skills, and understandings, particularly at the beginning of a learning sequence. This informs intervention, support, or extension. Examples include:</p> <ul style="list-style-type: none"> <li>• PLD spelling and phonics screening (PP–Year 2)</li> <li>• NAPLAN-style practice assessments (Years 2 and 4)</li> <li>• Elastik Writing Assessment (Years 2–6)</li> <li>• On-entry assessments (Pre-primary)</li> <li>• PAT (Progressive Achievement Tests) in Maths, Reading and Spelling (Years 1-6)</li> </ul>	<p><b>Evaluative Assessment</b></p> <p>Used at a whole-school level to evaluate the effectiveness of programs, teaching strategies, and resource allocation. Evaluative assessment supports school review and strategic planning.</p> <p>All assessments are designed to be fair, valid, reliable, and educative. Student progress data is stored centrally in Elastik, allowing teachers and leaders to monitor achievement trends, support planning, and inform case management.</p>

## Moderation

Moderation ensures consistency of teacher judgement and accuracy in reporting. Teachers participate in:

- Intra-school moderation within year-level teams and PLCs
- Cross-year moderation to build vertical alignment
- Inter-school network moderation (e.g. Churchlands Network moderation)

Moderation practices include:

- Shared assessment tasks
- Analysis of annotated student work samples
- Collaborative discussion aligned to SCSA achievement standards



# Reporting

Reporting communicates evidence of student achievement and progress to students, parents, carers, and the wider school community.

## Formal Reporting

Floreat Park Primary School complies with Department of Education end-of-semester reporting for Pre-Primary to Year 10 requirements and the Configuration of the School Day in Public Schools policy and procedures by:

- Carrying out one formal parent meeting per year\*
- Providing written Semester 1 and 2 reports for students in Pre-primary to Year 6, using Department templates
- Using the optional Kindergarten report template
- Providing grades A–E (or equivalent) with achievement descriptors in learning areas
- Reporting on work habits, behaviour, and social development
- Including EAL/D Progress Maps and SEN goals where applicable

*\*Students who receive disability resource funding for a diagnosed disability will have meetings as required to support their individualised planning. It is expected that one meeting per term will be sufficient.*

## Formal parent meetings

The school will close for up to two days per year for the purpose of reporting to parents. The dates shall be decided by the school and shared with the Board.

The school will provide reasonable notice to families that instruction will not be provided on these days, and that families need to make alternative arrangements for their child during school hours.

Refer to Appendix C: Reporting to Parents Schedule for year-level variations.

## Informal Reporting

Informal feedback and communication throughout the year include:

- Parent information sessions
- Seesaw and Connect updates
- Emails or phone calls, informal conversations with parents
- Class assemblies and exhibitions
- EduDance, Music and sporting events
- Student Learning Journeys (Term 4)

Teachers are encouraged to initiate contact with families whenever concerns arise regarding student progress, behaviour, or wellbeing. Parents are encouraged to initiate contact if concerned about their child's learning or wellbeing.



### Reporting to the Community

Whole-school student performance data and analysis are shared with:

- The School Board (termly)
- The broader community via the Annual Report
- The Department of Education through the Public School Review process

### Students at Educational Risk (SAER)

SAER students are identified and supported through:

- The Multi-tiered System of Support (MTSS)
- Regular assessment and monitoring
- Case management meetings
- Documented plans (SEN Plans)
- Adjusted teaching and assessment strategies
- Structured communication and collaboration with families

Teachers are expected to meet with families of SAER students early in the year and maintain regular updates throughout.

## Roles and Responsibilities

Role	Responsibility
Principal	Ensures compliance with policy and procedures; approves and monitors implementation
Deputy Principals/Middle Leaders/Committees	Lead curriculum planning, data analysis, and moderation processes
Teachers	Implement curriculum, assess and report student progress, maintain communication with families
Student Services Team	Coordinate intervention programs and support plans
School Board	Endorse key policy and reporting directions; review whole-school performance data



**Appendix A: Whole School Assessment Schedule.** Standardised testing, literacy and numeracy checkpoints, competitions, and professional learning days

 PLD (professional learning day)	 Standardised testing (NAPLAN / PAT)	 External diagnostics (ICAS / IMSS)	 Maths competitions (APSMO / Olympiad)
 Literacy assessments	 Numeracy assessments	 Early years checks	 Reporting & programs

**Term 1** 9 weeks

Year	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9
<b>K</b>				Comprehension checks		PLD			PLD
<b>P</b>			On entry	On entry		PLD			PLD
<b>1</b>	PLD	PLD			PAT: Maths, Reading (Wk 5-8)				PLD
<b>2</b>	PLD	PLD			PAT: Maths, Reading, Sp C2 (Wk 5-8)				PLD
<b>3</b>					Elastik Writing	NAPLAN	NAPLAN	PAT: Maths / Rdg / Sp C3	
<b>4</b>					PAT: Maths, Reading, Sp C4 (Wk 5-8)	Elastik Writing			
<b>5</b>					Elastik Writing	NAPLAN	NAPLAN	PAT: Maths / Rdg / Sp C5	
<b>6</b>					PAT: Maths, Reading, Sp C6 (Wk 5-8)	Elastik Writing			



Term 2 11 weeks

Year	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10 REPORTS K-6	Wk 11
K					KAT concepts of print	PLD					PLD
P		PLD			Maths PS						PLD
1		PLD	Elastik Writing	Network moderation – writing	Maths PS						PLD
2		PLD	Elastik Writing	Network moderation – writing	Maths PS				Off-year NAPLAN		PLD
3			Elastik Writing APSMO 1	Network moderation – writing	Maths PS			APSMO 2			
4			Elastik Writing APSMO 1	Network moderation – writing	Maths PS			APSMO 2	Off-year NAPLAN		
5			Student feedback survey Elastik Writing APSMO 1	Network moderation – writing	Maths PS			APSMO 2			



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Year	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10 REPORTS K-6	Wk 11
6			Student feedback survey Elastik Writing APSMO 1	Network moderation – writing	Maths PS			APSMO 2			



Term 3 10 weeks

Year	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
K						PLD		Comprehension check		PLD
P		PLD			Maths CAT Elastik Writing					PLD
1	Phonics screening	PLD			Maths CAT Elastik Writing					PLD
2		PLD			Maths CAT Elastik Writing	ICAS		IMSS		PLD
3		APSMO 3	ICAS	ICAS	ICAS Maths CAT Elastik Writing	ICAS		IMSS APSMO 4		
4				PEAC	ICAS Maths CAT Elastik Writing			IMSS APSMO 4		
5				ICAS	ICAS		ICAS Maths CAT Elastik Writing	ICAS	APSMO 4	



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Year	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
6		APSMO 3	ICAS	ICAS	Maths CAT Elastik Writing	ICAS		APSMO 4		



**Term 4** 10 weeks

Year	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9 REPORTS	Wk 10
K				PLD				PLD		
P		PLD								
1		PLD	PAT: Maths / Rdg	Writing						
2		PLD	PAT: Maths, Reading, Sp C2	Elastik Writing						
3			PAT: Maths / Rdg / Sp C3	Elastik Writing						
4			PAT: Maths, Reading, Sp C4	Elastik Writing						
5			PAT: Maths / Rdg / Sp C5	Elastik Writing						
6			PAT: Maths / Rdg / Sp C6	Elastik Writing						



**APPENDIX B: Whole School Intervention and Small Group Tuition** *(Note that this is a draft approach planned from 2027 onwards)*

**MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK**

<p><b>TIER 1 — Universal</b> Quality differentiated teaching for all students <i>Classroom Teacher</i></p>	<p><b>TIER 2 — Targeted</b> Small group / 1:1 support, data-identified <i>Teacher + EA</i></p>	<p><b>TIER 3 — Intensive</b> Diagnostic, specialist &amp; external referral <i>Teacher + Support Coordinator + Specialists</i></p>
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**YEAR-LEVEL SNAPSHOT**

Year	Key Identification Tools	Primary Delivery
<b>Pre-Primary</b>	PLD assessment; observation; family & transition input	1:1 teacher support + EA small groups (2–4), play-based
<b>Year 1</b>	Teacher judgement; running records; phonics screening	Teacher-directed small groups; EA-delivered structured sessions
<b>Year 2</b>	MultiLit & Spelling Mastery placement; Support Coordinator review	MultiLit / Spelling Mastery programs; at-risk register opened
<b>Year 3</b>	Year 2 carry-forward; PLD; Spelling Mastery placement	Small group tuition; external referral activated for at-risk students
<b>Year 4</b>	Year 3 data review; re-administered placement tests	Sustained small groups; continuity of external specialist support
<b>Year 5/6</b>	Carry-forward review; comprehensive intervention history	Consolidation; exit planning; transition documentation to next teacher

**CORE PROGRAMS REFERENCED ACROSS YEARS**

<p><b>PLD</b> Phonological &amp; Language Diagnostic — used Pre-Primary to Year 4; informs early grouping</p>	<p><b>MultiLit (Trial)</b> Structured decoding, sight words &amp; fluency program; 1:1 or small group; from Year 2</p>	<p><b>Spelling Mastery</b> Direct-instruction spelling, Levels A–F; weekly pre/post tests; from Year 2</p>
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**ROLES AT A GLANCE**

<p><b>Teacher</b> Identifies, plans all EA sessions, reviews data each cycle</p>	<p><b>EA</b> Delivers teacher-planned sessions only — never plans independently</p>	<p><b>Support Coord.</b> Diagnostics, program placement, external referrals (from Yr 2)</p>	<p><b>Deputy Principal</b> Weekly triage, staffing, whole-school data</p>	<p><b>Family</b> Case conferences, consent, home strategies</p>
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**REVIEW CYCLE**

Weekly: EA → teacher feedback • Each PLC cycle: groupings adjusted • Termly: Support Coordinator reviews formal programs • Annually: transition summary to next teacher

**NON-NEGOTIABLES**

*QDTP in the classroom is never replaced by intervention — it is the foundation every tier builds on.*



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### **APPENDIX C: Reporting to Parents Schedule**

Formal reporting schedule includes:

- Term 1: Parent-Teacher Interviews *where required and/or requested by parents* (PP-6)
- Term 2: Parent-Teacher Face to Face Reporting in person, over the phone or online. The school will close for one full day to accommodate this opportunity to talk to parents on their child's learning and progress.  
Formal Reports (PP-6)
- Term 3: Follow-up interviews as required
- Term 4: Formal Reports and Learning Journey showcase

Parents of students for whom we receive Disability Resource Funding can expect a case conference each term.