



2025

EARLY YEARS' CURRICULUM & ASSESSMENT





Assessment of student learning at Sacred Heart College is an ongoing process that takes place at different levels and for different purposes.

We strive to provide parents with regular opportunities to share information on student progress, including:

- Parent Information Sessions and Orientation Events
- The provision of detailed information in Kindergarten, Primary and Secondary Handbooks.
- Get Set Conferences in Term 1 (Kinder - Year 10)
- Interim Reports in Term 1 (Prep - Year 10)
- Continuous online feedback on Josie (Kinder - Year 10)
- Mid-Year Learning Conferences at the end of Term 2 (Kinder - Year 10)
- End-of-Semester Reports at the end of Term 2 and Term 4 (Prep - Year 10)

Shared information on feedback, assessment and reporting is an important aspect of the partnership between parents and teachers that supports student learning and progress.

The information detailed in this guide aims to provide an indication of the various feedback, assessment and reporting processes completed throughout the school year, where to find information and the frequency with which feedback, assessment and reporting occurs.

If you have any questions or concerns at any stage during the year please contact your son/daughter's Tutor/Class Teacher, Subject Teachers, Head of House or Director of Teaching & Learning. All teachers can be contacted directly via your son/daughter's Josie page or please contact the College Office on 6279-4090.

Mrs Aimee Woodward
Director of Teaching & Learning

CURRICULUM

In Kindergarten, teaching and learning programmes are created using *The Early Years Learning Framework (2023)* and reporting processes are specific to this age group.

Each child's learning and development are assessed regularly as part of an ongoing cycle which is linked to the Early Years' Learning Framework.

Documentation and observations are used to determine programmes that support children in their learning and development and these programmes are responsive to the whole group, small group and individual learning needs, strengths and interests. Families are able to access and provide input and feedback on their child's learning programme through Josie.

In progressing to Prep, which you may see referred to in curriculum documentation as Foundation, there is a change to the curriculum and reporting system, to one which students will continue to be assessed against until the conclusion of Year 10.

Sacred Heart College adheres to the *Australian Curriculum (2022)* for all learning areas: English, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), Languages, Mathematics, Science, Technologies and The Arts.

As a Catholic College, Religious Education is a key learning area. This curriculum area adheres to the *Good News for Living (2005)* framework and utilises programs such as *Making Jesus Real* to support students' learning and faith formation.

ASSESSMENT

Assessment of student learning is an on-going process and aims to address different purposes. The first purpose of assessment is to inform teachers of their teaching; in particular how students learn from their teaching.

This type of assessment is called **formative assessment**, as it helps teachers form their programmes to best meet individual needs within a classroom. Formative assessment may involve samples of student work as well as conversation with and observation of students whilst they are engaged in learning.

A further purpose of assessment is to inform parents and carers of student learning. Students' assessments are shared through JOSIE (our learning management system), and capture learning moments within the classroom. These assessments may have details about the task, and what the student has been able to demonstrate during the task.

Summative assessments are those which give further detail about how the student's demonstrated capacity aligns with the given subject's **Achievement Standard**. It is through comparison to the Year Level Achievement Standards that teachers determine a student's level of competence for that subject.

Sacred Heart College formally reports against this standard twice per year: at the end of Term 2, called the Mid-Year Report; and at the end of Term 4, called the End of Year Report. At this time, the determination of the level of understanding and skill development against the subject standard is described as:

- Outstanding
- High
- Sound
- Partial (Working Towards)
- Minimal

For students who are working towards their individualised goals, as recorded in their Learning Plan, they will receive a rating of Narrative, and a comment of the student's progress towards their goal will be given.

It is important to remember that at the Mid-Year Report, especially for Prep, many students are working towards the Year Level Achievement Standard, but may not yet have sufficient evidence to support a grade of **Sound**. A grade of **Partial (Working Towards)** at this reporting period is common, as it may be your child's first experience of this skill or understanding.

Through a sequential and scaffolded programme, we aim that all students will have the opportunity to demonstrate their growth in each curriculum area over time.

It is important to remember that the subject's Achievement Standards are constructed to be a detailed description of what capabilities a student should be able to demonstrate **by the end** of that school year. Teachers will be in contact with families if a student might not achieve a **Sound** by the End of Year Report.

The following pages document the Achievement Standards for Prep, Year 1 and Year 2 for English, Mathematics, Humanities and Social Sciences (HASS), Science and Health and Physical Education. Further details of the Australian Curriculum (ACARA, 2022) can be found at <https://v9.australiancurriculum.edu.au/>

English is assessed against three, interrelated strands: Language, Literature and Literacy. The balance of these strands in the Early Years' is not even, as students are developing their literacy abilities to be able to engage with literature and have sufficient written and oral language to express their ideas. The three areas are best summarised in the graphic below:

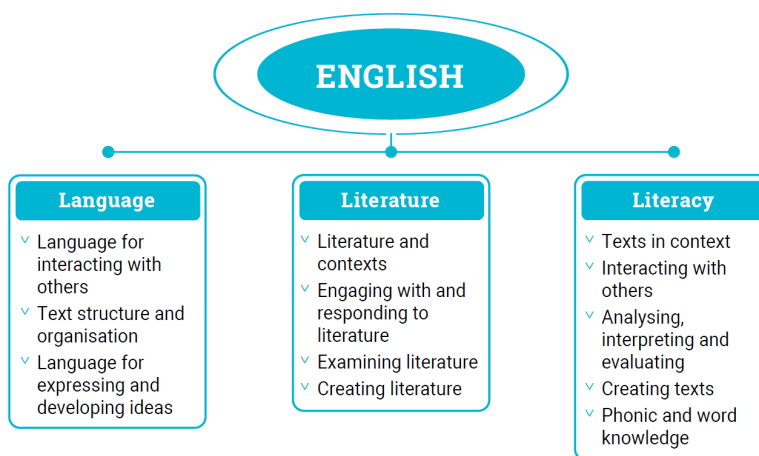


Figure 1: English Curriculum content (ACARA, 2022)

We hope that you find this information helpful when reviewing your child's report. If you have any further queries or concerns, please do not hesitate to reach out via the College administration on 6279 4090 or by email.

Mrs Aimee Woodward Director of Teaching & Learning

Mrs Emma Wisby Learning Stage Leader K-P

Mrs Jacqui Luttrell Learning Stage Leader 1-2

Student Learning and Assessment against the Expected Year Level Outcomes

Prep

In planning, teaching, assessing and reporting against the *Australian Curriculum* (ACARA, v.9.0, 2022) and the *Good News for Living* (2005) framework, class programs are designed to develop students' skill and capacity over the year. Assessment and reporting of student progress is made against the Achievement Standard for each subject area. These standards delineate the end point of growth for the given year.

In Prep, students study English, Mathematics and Religious Education as discrete bodies of knowledge. Science, Humanities and Social Sciences, Digital and Design Technologies support these key learning areas and are taught as a student-centred, cross curricular program. Students have specialist lessons in Music, Art and Health and Physical Education.

The Achievement Standards for each of the curriculum areas are summarised below. Further information regarding the Australian Curriculum can be found at <https://v9.australiancurriculum.edu.au/>.

Religious Education:

In Prep, students learn about their place within God's family. They experience prayer and come to understand its place in their daily lives. Students identify sacraments as special celebrations within the Church and give examples of how God's people gather together.

English:

By the end of the year in Prep, students:

- Listen to texts, interact with others and create short spoke texts
- Share thoughts, retell events and report information to an audience
- Use words and phrases from their learning and texts
- Listen to and identify rhyme, letter patterns and phonemes (sounds) in words
- Orally blend and segment phonemes from single-syllable words
- Read, view and comprehend texts, connecting characters, setting, events and their personal experiences
- Can make connections between print and images in texts
- Name the letters (graphs) of the alphabet
- Know and use common phonemes represented by the graph
- Read words (consonant-vowel- consonant and high frequency words)
- Create short written text (retelling stories, reporting information and their ideas)
- Form letters accurately
- Experiment with capital letters and full stops



Prep

Mathematics:

By the end of the year in Prep, students:

- Connect number names, their numeral and position in the sequence from zero to (at least) twenty
- Use subitising and counting to quantify collections and compare collection size (to at least 20)
- Partition and combine collections up to 10, representing these with numbers
- Represent practical situations of quantifying, equal sharing, adding and taking away with collections to at least 10
- Copy and repeat patterns
- Use direct comparison strategies for the attributes of mass, capacity, length, and duration for objects and events
- Give reasoning for sorting familiar shapes and can name and create these
- Describe position and location within a familiar space
- Collect, sort and compare data in familiar contexts

Humanities and Social Sciences:

By the end of the year in Prep, students:

- Identify significant people and events from their own lives and how these are celebrated or commemorated.
- Recognise features of familiar places
- Pose questions and sort and record information from observation and sources provided
- Share perspectives and draw conclusions, especially about places and the past

Science:

By the end of the year in Prep, students:

- Group plants and animals based on external characteristics
- Identify factors that result in movement of objects
- Describe properties of materials
- Identify observations and questioning in others
- Pose questions and make predications
- Investigate, observe and compare and share these with others

Health & Physical Education:

By the end of the year in Prep, students:

- Describe similarities and differences between themselves and others
- Demonstrate personal and social skills
- Identify and demonstrate protective and help-seeking behaviours
- Identify how health information can be used
- Apply fundamental movement skills in a range of situations
- Identify the benefits of being physically active
- Understand how rules make play fair and inclusive

Student Learning and Assessment against the Expected Year Level Outcomes

Year 1

In Year 1, students study Religious Education, English, Mathematics, Science, Humanities and Social Sciences and Digital and Design Technologies as discrete bodies of knowledge. Meaningful connections between this knowledge and skills are explicitly taught. Students continue to have specialist lessons in Music, Art and Health and Physical Education.

The Achievement Standards for each of the curriculum areas are summarised below. Further information regarding the Australian Curriculum can be found at <https://v9.australiancurriculum.edu.au/>.

Religious Education:

In Year 1, students explore the stories of Jesus' life, seeing him as the example of how to live and interact with others. Students develop a greater understanding of the role of prayer in their daily lives and create personalised prayers as well as exploring how to pray for others in our world. Students grow in their understanding of the role of the Church in providing a community of faith and tradition.

English:

By the end of Year 1, students:

- Listen and create short spoken and written texts
- Express opinions using a small number of details from learnt topics, topics or texts of interest
- Sequence ideas and use language features such as vocabulary and features of voice
- Read, view and comprehend texts
- Identify text structures and language features of narrative and informative texts
- Read and spell one and two syllable words with common letter patterns and high frequency words
- Use punctuation to read with fluency
- Use topic specific vocabulary
- Write using unjoined upper and lower case letters

Mathematics:

By the end of Year 1, students:

- Connect number names, numerals, quantities and order numbers 1 to at least 120.
- Demonstrate how 1 and 2 digit numbers can be partitioned into tens and ones.
- Skip count in twos, fives and tens to at least 120
- Model and solve problems involving addition and subtraction of numbers to 20
- Use numbers, symbols and objects to create skip counting and patterns
- Compare and order objects and events based on the attributes of length, mass, capacity and duration, with reasoning
- Make, compare and classify shapes
- Give and follow directions to move objects within a space
- Collect, record, display, compare and discuss data using frequencies

Year 1

Humanities and Social Sciences:

By the end of Year 1, students:

- Identify continuity and change within families and aspects of daily life
- Identify the location and nature of features of local places, how the places are cared for and changed
- Collect, sort and record information and data
- Develop questions, make proposals, discuss perspectives, draw conclusions
- Incorporate subject specific terms about people, places and the past

Science:

By the end of Year 1, students:

- Identify the needs of living things
- Identify daily and seasonal change
- Describe push and pull's effect on motion and shape
- Describe where they use science in their lives
- Propose questions and follow safe procedures to make and record observations
- Use scaffolded templates to record data
- Use everyday vocabulary to communicate their understanding and ideas

Health & Physical Education:

By the end of Year 1, students:

- Explain how personal qualities contribute to identities
- Describe how emotions affect their, and others feelings
- Demonstrate skills and strategies to develop respectful relationships
- Demonstrate awareness of protective behaviours to keep themselves and others safe
- Apply fundamental movement skills in a range of situations
- Develop and apply rules while working with others during movement

Student Learning and Assessment against the Expected Year Level Outcomes

Year 2

As in Year 1, students study Religious Education, English, Mathematics, Science, Humanities and Social Sciences and Digital and Design Technologies as discrete bodies of knowledge. Meaningful connections between this knowledge and skills are explicitly taught. Students continue to have specialist lessons in Music, Art and Health and Physical Education (HPE). HPE is taught as a two year band (Years 1 and 2)

Year 2 is the last year that reporting against the Achievement Standard is given as a word rating. From Years 3 to 10, these are replaced by A to E ratings. This reflects the students' development from the early years of schooling to middle and upper primary school.

The Achievement Standards for each of the curriculum areas are summarised below. Further information regarding the Australian Curriculum can be found at <https://v9.australiancurriculum.edu.au/>.

Religious Education:

In Year 2, students grow in their understanding that the Church is a believing community that gives witness to the life of Jesus by being welcoming, caring people. Students appreciate the celebrations within the Church. Students broaden their understanding and practices in prayer; the daily expression of our individual and collective relationship with God.

English:

By the end of Year 2, students:

- Create and listen to spoken text
- Organise and link ideas using language features including topic-specific vocabulary and features of voice
- Read, view and comprehend texts
- Identify and describe language and visual features of narrative and informative texts
- Use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words
- Use punctuation for phrasing and fluency
- Create written and multimodal texts for an audience
- Use text structures, punctuate simple and compound sentences
- Write words using consistently legible unjoined letters
- Spell words with regular patterns and use phonic and morphemic knowledge to spell words with less common patterns

Year 2

Mathematics:

By the end of Year 2, students:

- Order and represent numbers to at least 1000
- Apply knowledge of place value to partition, rearrange and rename two and three digit numbers
- Solve practical additive and multiplicative problems
- Identify and represent halves, quarters and eights
- Describe and continue patterns that increase or decrease by a constant, identifying missing elements in the pattern
- Recall and demonstrate addition and subtraction facts within 20 and multiplication facts for twos
- Use uniform, informal units to measure and compare objects
- Calculate days between events using a calendar and read time to the hour, half and quarter hour.
- Compare and classify shapes, using spatial vocabulary
- Use a range of methods to collect, record, represent and interpret categorical data

Humanities and Social Sciences:

By the end of Year 2, students:

- Identify the significance and interconnection of a local person, group and/or place
- Identify the effects of changes in technologies on people's lives
- Recognise that places can be represented using geographical divisions
- Develop questions and collect, sort and record information and data
- Use sources and data to present narratives and observations about the past, people and places

Science:

By the end of Year 2, students:

- Identify celestial objects, describing patterns observed in the sky
- Demonstrate how sounds can be produced and the effect of this energy on objects
- Identify ways to change materials without changing their composition
- Describe how people use science in their daily lives
- Pose questions and follow steps to safely investigate and record observations
- Use scaffolded resources to organise and represent data
- Compare their observations with those of others
- Communicate ideas using everyday and developing scientific vocabulary

Health & Physical Education:

By the end of Year 2, students:

- Explain how personal qualities contribute to identities
- Describe how emotions affect their, and others feelings
- Demonstrate skills and strategies to develop respectful relationships
- Demonstrate awareness of protective behaviours to keep themselves and others safe
- Apply fundamental movement skills in a range of situations
- Develop and apply rules while working with others during movement