



# Primary Principals

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## Acknowledgement of Country

Kaya. I acknowledge the School Curriculum and Standards Authority (the Authority) delivers services on the country of many traditional custodians and language groups throughout Western Australia. Today we are meeting on Whadjuk Noongar boodjar.

I acknowledge the traditional custodians throughout Western Australia and their continuing connection to land, waters and community, and I offer my respect to Elders past and present.



# Agenda

1. *Kindergarten Curriculum Guidelines*
2. NAPLAN 2023 Update
3. Adopting and adapting the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*
4. Western Australian Aboriginal Languages (Language Revival)

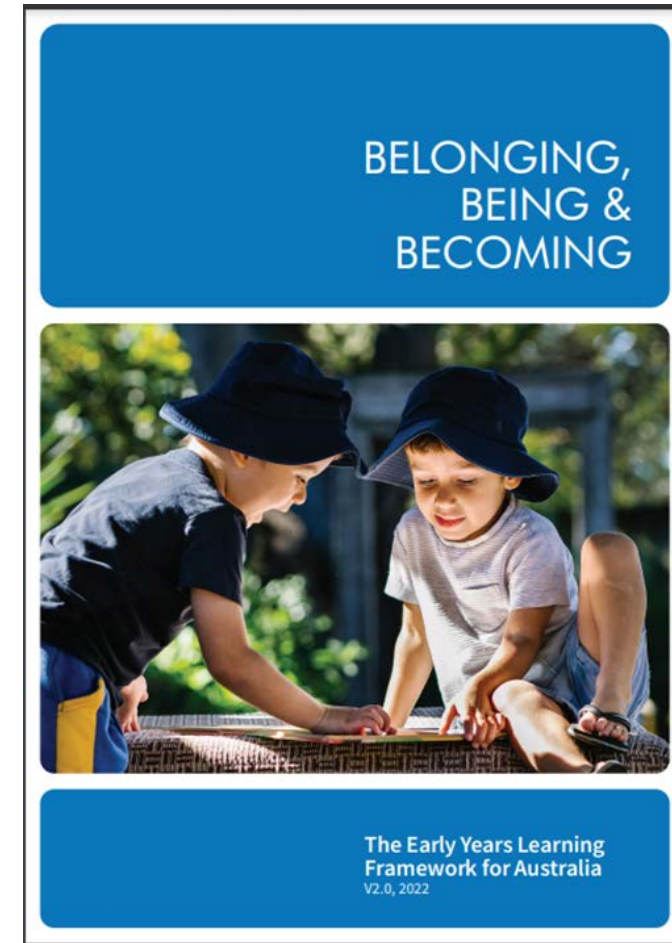


# Revised *Kindergarten Curriculum Guidelines*



## The *Early Years Learning Framework (EYLF)*

- The *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)* is Australia's national approved learning framework to enhance children's learning from birth to five years of age. The *EYLF* was introduced in 2010.
- A national review was undertaken during 2021–22 led by Queensland University of Technology, Macquarie University (NSW) and Edith Cowan University (WA). The *EYLF* version 2.0 was released by the Australian Children's Education and Care Quality Authority (ACECQA) in January 2023.
- The *EYLF* informs the *Western Australian Kindergarten Curriculum Guidelines (Guidelines)*.





# EYLF: Principles, Practice and Learning Outcomes

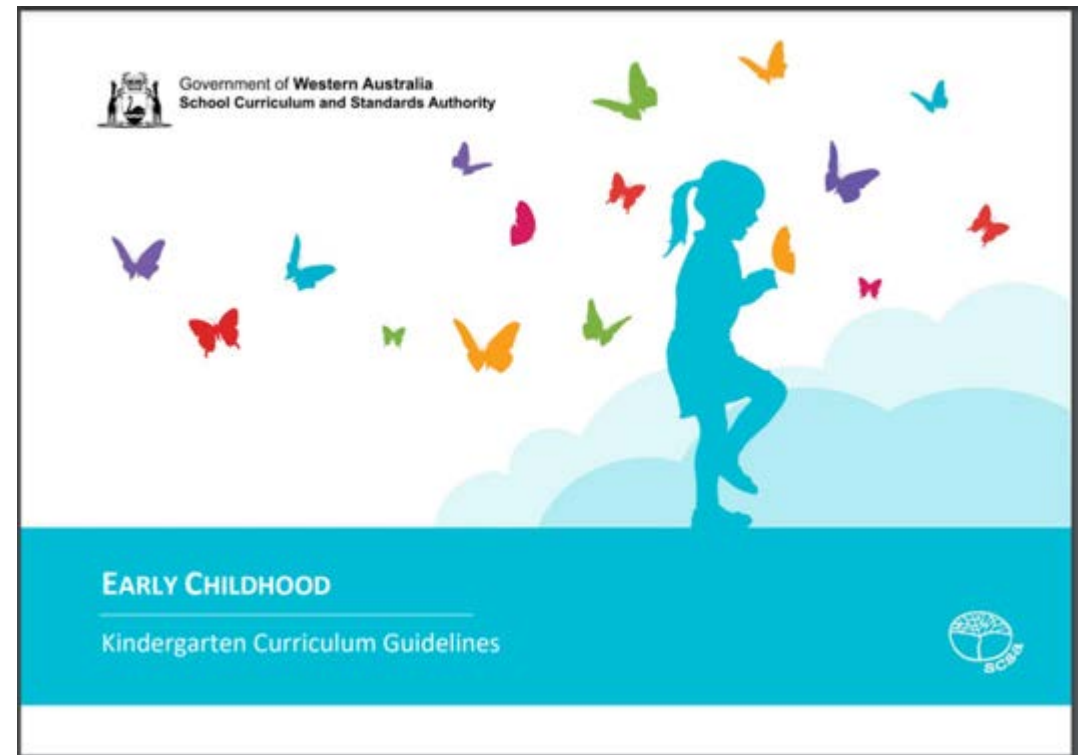
Principles	Practices	Learning Outcomes
<ul style="list-style-type: none"><li>• Secure, respectful and reciprocal relationships</li><li>• Partnerships</li><li>• Respect for diversity</li><li>• Aboriginal and Torres Strait Islander perspectives</li><li>• Equity, inclusion and high expectations</li><li>• Sustainability</li><li>• Critical reflection and ongoing professional learning</li><li>• Collaborative leaderships and teamwork</li></ul>	<ul style="list-style-type: none"><li>• Holistic, integrated and interconnected approaches</li><li>• Responsiveness to children</li><li>• Play-based learning and intentionality</li><li>• Learning environments</li><li>• Cultural responsiveness</li><li>• Continuity of learning and transitions</li><li>• Assessment and evaluation for learning, development and wellbeing</li></ul>	<ul style="list-style-type: none"><li>• Children have a strong sense of identity</li><li>• Children are connected with and contribute to their world</li><li>• Children have a strong sense of wellbeing</li><li>• Children are confident and involved learners</li><li>• Children are effective communicators</li></ul>



# Western Australian *Kindergarten Curriculum Guidelines*

## The *Kindergarten Curriculum Guidelines*:

- facilitate the optimal learning and development of kindergarten children through quality teaching
- guide educators to develop curriculum appropriate for the kindergarten year of learning
- are based on key ideas and related content from the *EYLF*.





## Applying the *EYLF* – Kindergarten to Year 2

Kindergarten	Pre-primary	Year 1	Year 2
<ul style="list-style-type: none"> <li>✓ <i>Kindergarten Curriculum Guidelines</i> (already aligned to <i>Early Years Learning Framework</i>)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Western Australian curriculum</li> <li>✓ <i>Early Years Learning Framework</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Western Australian curriculum</li> <li>✓ <i>Early Years Learning Framework</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Western Australian curriculum</li> <li>✓ <i>Early Years Learning Framework</i></li> </ul>
<ul style="list-style-type: none"> <li>• Non-compulsory year of schooling</li> <li>• Not mandated</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pre-primary to Year 10: Teaching, Assessing and Reporting Policy</i></li> <li>• WA Curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pre-primary to Year 10: Teaching, Assessing and Reporting Policy</i></li> <li>• WA Curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pre-primary to Year 10: Teaching, Assessing and Reporting Policy</i></li> <li>• WA Curriculum content</li> </ul>
<ul style="list-style-type: none"> <li>• Principles</li> <li>• Practices</li> <li>• Learning Outcomes</li> <li>• Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Principles</li> <li>• Practices</li> <li>• Transition from the Learning Outcomes to the WA Curriculum content</li> <li>• Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Principles</li> <li>• Practices</li> <li>• Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Principles</li> <li>• Practices</li> <li>• Pedagogy</li> </ul>





# Integrated connections

## EYLF

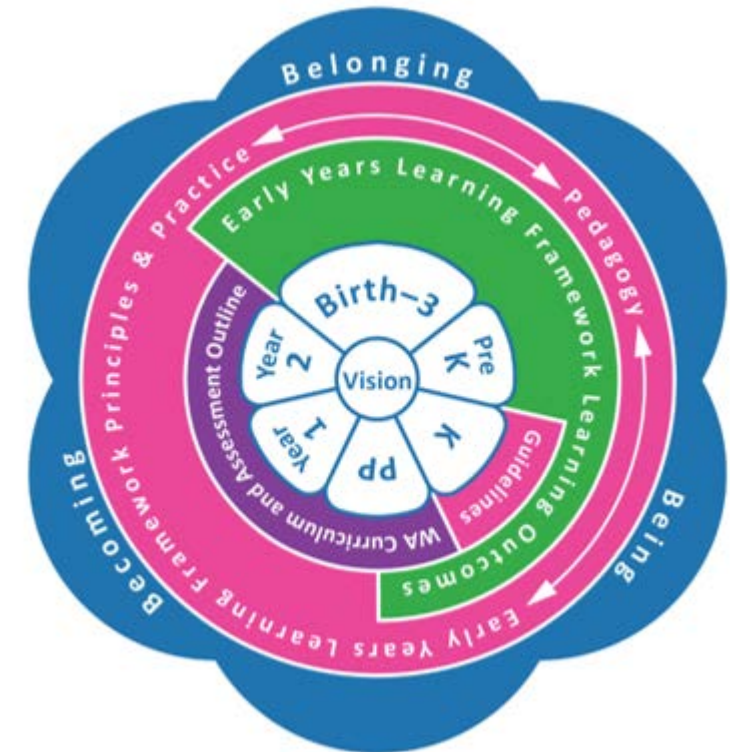


The *EYLF* defines:

- a vision for children’s learning
- eight Principles
- seven Practices
- five Learning Outcomes.

The *Guidelines* align with the *EYLF* Principles, Practices and Learning Outcomes for 4- to 5-year-old children and demonstrates the interconnection of pedagogy to the Western Australian curriculum up to the end of Year 2.

## Guidelines





# What has changed or updated

Key changes or updates to the *Guidelines* to align with the *EYLF* (v2.0) include:

- the Principle of secure, respectful and reciprocal relationships to include relational pedagogy
- clarification to the meaning of holistic approaches
- use of a range of learning environments
- replacing cultural competence with cultural responsiveness
- acknowledgement of the diversity of learners, e.g., cultural, linguistic, experiences, ability
- assessment and evaluation for learning development and wellbeing
- links to the National Quality Standard.



## What is new

Key information introduced to the *Guidelines* to align with the *EYLF* (v2.0) include:

- a new principle promoting collaborative leadership
- a new sustainability principle
- additional element in Outcome 3: Wellbeing, to reflect the centrality of mental health
- reflective questions that support educators to consider a broader perspective about pedagogy and practice
- a reconceptualised illustration representing the interconnectedness of the *EYLF*, *Guidelines* and WA Curriculum
- a reconceptualised illustration representing the dynamic, responsive and educational nature of curriculum decision-making
- glossary of terms.



# Assessment and evaluation for learning, development and wellbeing

- Assessment and evaluation are part of an ongoing cycle that includes observing, documenting, analysing, planning, implementing and critical reflection.
- Assessment refers to the gathering of information about children's learning, development and wellbeing undertaken over time using a range of strategies.
- Evaluation refers to educators' critical reflection on and analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum for children's learning.



## Three broad types of assessment

<b>For children's learning</b>	<b>Of children's learning</b>	<b>As children's learning</b>
Formative assessment	Summative assessment	Children's contributions
✓ What the children know, can do and understand	✓ A review of children's achievements and capabilities at a selected timepoint	✓ Capturing all children's voices



# 2023 NAPLAN



Thank you to you and your staff!



## 2023 NAPLAN

- In May 2022, Australian Education Ministers announced that NAPLAN would be brought forward from Term 2 to Term 1 from 2023.
- On 10 February 2023, Australian Education Ministers agreed to a number of measures to enhance the way NAPLAN results will be reported back to schools and parents:
  - a) reset the scale
  - b) restart the time series (which means that the 2023 NAPLAN results will not be comparable with any prior NAPLAN results)
  - c) introduce proficiency standards
  - d) discontinue bands and the National Minimum Standard.





# Proficiency standards

Students' results will show how they performed in each of the NAPLAN assessment areas against four new proficiency levels:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



## How were the new standards and levels set?

- Expert panels of subject area specialist teachers set the proficiency standards. The panels classified NAPLAN questions into proficiency levels based on their judgement of what students in each level could achieve and the knowledge and skills that students would have been expected to have been taught in previous years.
- These judgements were mapped onto the NAPLAN measurement scales to set numerical cut-points between the levels. These were then validated by the expert teacher panels in the process of developing the proficiency level descriptions, which provide information about what students at each level can typically demonstrate in each NAPLAN domain. These descriptions have been written using the Australian Curriculum as a reference.
- The cut-points for each proficiency level have been established in 2023 and will not change in future years. This will allow the monitoring of school-level performance over time.



## Is Needs additional support the new National Minimum Standard?

- The previous National Minimum Standard provided an approximate measure of which students needed additional support but identified too few of these students. It could also give the impression that a student had met learning expectations if they were above the National Minimum Standard.
- The new Needs additional support level is a better representation of students who need additional support.



## Do only students in Needs additional support need targeted help?

- The Needs additional support proficiency level is intended to identify students who are at risk of not progressing satisfactorily at school.
- Students with results in other levels may also need support in particular areas. Those in the Developing level are likely to need more support than those in the Exceeding and Strong levels.
- Teachers can use the information in these assessments together with their own knowledge of a student to identify if support is required for students in levels other than Needs additional support.
- Schools can use information provided by the proficiency level descriptions and exemplar items to identify areas where support may be required.



## How to track student performance

- A new results time series begins from 2023 which means results from 2023 on cannot be directly compared with results from 2008 to 2022.
- A student's performance relative to that of other students can still be tracked on the Individual Student Report by comparing it against the national average and to where the student's result is relative to the range of achievement for the middle 60% of students.
- Schools can also track individual student results over time from 2023 by comparing the numerical scores provided in school-level results from both the SSSRs and information provided by the school system/sectors.
- Class or school results can be tracked over time from 2023 by measuring the proportion of students who sit within each proficiency level over different years – as the cohort moves from Year 3 to Year 5, for example, or for successive cohorts at the same year level.



# Information provided to schools

Friday, 23 June

- download of Student and School Summary Report (SSSR) (modified for 2023 to be updated in 2024)
- spreadsheet providing student proficiency levels.

From Monday, 17 July

- Individual Student Reports (ISRs)
- NAPLAN administrators guide to reporting
- NAPLAN student report information brochure for parents/carers
- NAPLAN update 7.



## 2023 National results – WA highlights

- Western Australian's Year 9 mean scores for numeracy are the highest in Australia.
- Western Australia's percentages in the Exceeding proficiency level are higher than the Australian percentages for Year 9 Numeracy, Grammar and Punctuation, Spelling and Reading, and Year 7 Spelling.
- Western Australia's percentages in the Strong proficiency level are higher than Australia for all Year 7 and 9 assessments, Year 5 Reading, Writing and Spelling and Year 3 Writing.
- Western Australia's participation rates are higher than the national percentages for all year levels and domains.
- The Withdrawal rates in Western Australia continue to be low, ranging from 0.4% to 2.4%. In comparison, the Australian average for withdrawals ranges from 2.3% to 4.0%.



## 2024 NAPLAN

- Publication of the National report: 23 August 2023.
- NAPLAN 2024 dates: 13–25 March 2024.





# Adopting and adapting the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*



## Budget announced

- The State Government has approved \$24.319 million to adopt and adapt the Australian Curriculum version 9 within the Western Australian Curriculum and Assessment Outline for all learning areas except Languages.
- ACARA have not yet completed the review of Languages. This work is due to be completed by the end of 2023.



## A phased approach

- The Authority commenced adopting and adapting the Australian Curriculum version 9 in 2022 and this process will continue until June 2027.
- This approach takes into account the extent of the change for each learning area; for example, Mathematics and Humanities and Social Sciences have a longer lead in time due to the significance of the change in these areas.

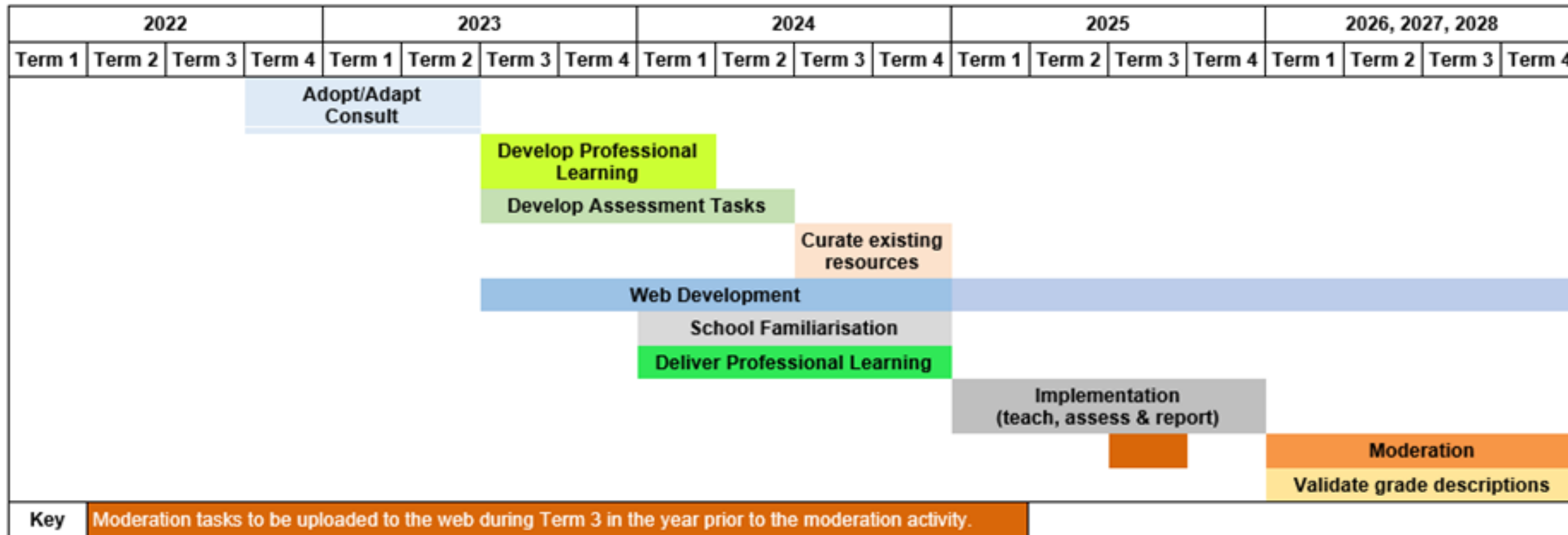


## Timeline for adopting and adapting and updating the *Outline*

Learning Area	Familiarisation	Implementation
<ul style="list-style-type: none"><li>English (P–6 Phonics)</li><li>Health and Physical Education (Consent and First Aid Examples)</li></ul>	2023	2024
<ul style="list-style-type: none"><li>English</li><li>Health and Physical Education</li></ul>	2024	2025
<ul style="list-style-type: none"><li>Science</li><li>Mathematics</li><li>Humanities and Social Sciences</li><li>Technologies</li></ul>	2025	2026
<ul style="list-style-type: none"><li>The Arts</li><li>Languages (TBC)</li></ul>	2026	2027



# English (Pre-primary to Year 10) timeline





## Revisions to the Health and Physical Education curriculum

- In Semester 2, 2022, the Western Australian Minister for Education requested the Authority prioritise:
  - including content relating to consent and examples of first aid in the Health Education curriculum
  - including the Australian Curriculum Version 9 phonics (including decoding) and word knowledge content in the Pre-primary to Year 6 English curriculum.
- The Authority consulted on the changes to the Health Education curriculum in relation to consent and first aid, and to the English curriculum for phonics and word knowledge in Semester 2, 2022.
- The revised curriculum for Health and Physical Education P–10 for consent and first aid and for English Pre-primary to Year 6 for phonics and word knowledge, is available on the Authority’s website for familiarisation in 2023, and implementation in 2024.



# Professional learning modules for Health and Physical Education

- A short professional learning module has been developed to assist teachers with implementation of Consent and first aid.
- The Authority has conducted Webex sessions during the last few weeks to provide an opportunity for teachers to engage with the changes.
- The professional learning modules are available for teachers to access at any time and is located on the learning area page:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education>



# Consent and first aid materials online

## Health and Physical Education learning area contacts:


 **Pre-primary to Year 6** : +61 8 9273 6791 | [Antoniett.Halden@scsa.wa.edu.au](mailto:Antoniett.Halden@scsa.wa.edu.au) 



 **Year 7 to Year 10** : +61 8 9273 6356 | [Dino.Manalis@scsa.wa.edu.au](mailto:Dino.Manalis@scsa.wa.edu.au) 

Revised curriculum content for Health and Physical Education (HPE) P-10 for consent and first aid is now available for familiarisation in 2023, and implementation in 2024. The changes only affect curriculum content for consent and first aid.

 [WA Curriculum revisions HPE P-6 Consent and first aid](#) 

 [WA Curriculum revisions HPE 7-10 Consent and first aid](#) 

 [Professional learning – Pre-primary to Year 10 Health and Physical Education curriculum – Consent and First aid](#) 

 [HPE P-10 Scope and Sequence Consent and first aid Implementation from 2024](#) 

 [HPE P-10 Support resources for consent and relationships](#) 

Interactive  
module for  
educators.







# Consent and first aid materials online

Why has new content been added to the curriculum?

- The Authority has prioritised revisions to the Western Australian Curriculum: Health and Physical Education to ensure students receive more explicit education on positive and respectful relationships and consent.
- The new WA consent content descriptions are aligned to the endorsed consent content descriptions within the Australian Curriculum: Health and Physical Education version 9.
- The new content is a sequence of learning from Pre-primary to Year 10 that acknowledges a commitment to shifting community and societal expectations about the need to prioritise and support changes in the attitudes, norms and behaviours around consent education.
- Through the Western Australian Curriculum: Health and Physical Education, students learn how to enhance their health, safety and wellbeing to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.



# Comparative table – Health and Physical Education

## Health and Physical Education: Revisions to the Western Australian (WA) curriculum for Pre-primary to Year 6, for implementation in 2024

### Key

- Added = new wording added
- Deleted = wording removed
- Changed = wording or focus shift
- New = completely new content
- Replaced = all wording changed

### Pre-primary: consent content and examples

WA Curriculum (until end of 2023)	Revised WA Curriculum (for implementation in 2024)	What has been revised?
<p><b>Communicating and interacting for health and wellbeing</b> Appropriate language and actions to communicate feelings in different situations</p>	<p><b>Communicating and interacting for health and wellbeing</b> Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space; for example:</p> <ul style="list-style-type: none"> <li>• practising and refining how to ask for permission</li> <li>• negotiating roles and demonstrating awareness of rights (such as body autonomy/integrity) and respect for different perspectives through imaginative and shared play experiences</li> <li>• sharing or negotiating in play and respecting someone’s right to say no</li> </ul>	<ul style="list-style-type: none"> <li>• Added: including exploring how to seek, give or deny permission when sharing possessions or personal space; for example: <ul style="list-style-type: none"> <li>▪ practising and refining how to ask for permission</li> <li>▪ negotiating roles and demonstrating awareness of rights (such as body autonomy/integrity) and respect for different perspectives through imaginative and shared play experiences</li> <li>▪ sharing or negotiating in play and respecting someone’s right to say no.</li> </ul> </li> </ul>



## Continuing to adopt and adapt Health and Physical Education

- During 2023, the Authority has completed the process to adopt and adapt the remaining content from the Pre-primary to Year 10 Health and Physical Education Australian Curriculum version 9.
- Feedback collected during the consultation sessions conducted in May 2021 has been reviewed, and the final jurisdictional feedback provided to ACARA, in order to draft the proposed changes.
- The Authority worked with the Curriculum Advisory Committees to refine the proposed changes prior to consultation.
  - Early Childhood – Kindergarten to Year 2
  - Middle Childhood – Years 3 to 6
  - Early Adolescence – Years 7 to 10 Health and Physical Education.



## Continuing to adopt and adapt English

- At the end of 2022, the Authority completed the process to adopt and adapt the content from the Pre-primary to Year 6 English Australian Curriculum version 9 in relation to phonics and word knowledge.
- During 2023, the Authority has completed the process to adopt and adapt the remaining content from the Pre-primary to Year 10 English Australian Curriculum version 9.
- Feedback collected during the consultation sessions conducted in May 2021 has been reviewed, and the final jurisdictional feedback provided to ACARA, in order to draft the proposed changes.
- The Authority worked with the Curriculum Advisory Committees to refine the proposed changes prior to consultation.
  - Early Childhood – Kindergarten to Year 2
  - Middle Childhood – Years 3 to 6
  - Early Adolescence – Years 7 to 10 English.



## Consultation

- The English and Health and Physical Education proposed changes were available on the Authority website for consultation by phases of learning:
  - Kindergarten to Year 2
  - Years 3 to 6
  - Years 7 to 10.
- The consultation period was extended from 30 June to 11 August to ensure teachers and other stakeholders had the opportunity to engage with the proposed changes to the curriculum and provide feedback through the online survey.
- Webex sessions were held over four weeks to give teachers and curriculum leaders an opportunity to engage with the proposed changes to the content.
- Refinements have been made to the scope and sequence documents based on feedback.
- The revised scope and sequence documents for English and Health and Physical Education will be available for familiarisation in 2024 and implementation in 2025.



# Western Australian Aboriginal Languages (Language Revival)



## Western Australian Aboriginal Languages (Language Revival)

- The Authority continues to support schools to teach a Western Australian Aboriginal Language through the :
  - development of a Pre-primary to Year 10 Western Australian Aboriginal Languages: Noongar (Language Revival) available for teaching in 2023
  - development of a template for Western Australian Aboriginal Languages (Language Revival) for communities to develop a language specific curricula and the provision of language learning programs in schools
  - publication of a teacher–developed Western Australian Aboriginal Language – Wajarri (Language Revival) using the Authority’s template.
- The curriculum work provides a model for the development of other Western Australian Aboriginal Languages by communities in order to provide primary and secondary students with a robust Aboriginal Language education.

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages>



## Links



[www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)



<https://facebook.com/SCSAWA>



<https://facebook.com/scsawateachers>



[info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)





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