



Aspire to achieve together

Teaching, Assessment and Reporting Policy 2026



Rationale

Aspiri Primary School's Curriculum, Assessment and Reporting Policy is aligned to the Western Australian Curriculum and Assessment Outline K-10.

The Curriculum and Assessment Outline acknowledges the rights of all students irrespective of their ethnicity, language, culture, gender, socioeconomic status, disability, sexual orientation or geographic location to have access to high-quality learning.

It encompasses the Australian Curriculum, setting out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and provides support for teachers in their assessment and reporting of student achievement.

The implementation of APS's Curriculum, Assessment and Reporting Policy is guided by the Department of Education's 'Teaching for Impact' framework – 'what effective teachers believe, what they know and what they do have impact on student outcomes.'

References

- The Alice Springs (Mparntwe) Education Declaration. <https://www.education.gov.au/alice-springs-mparntwe-education-declaration>
- Curriculum Assessment Reporting in Public Schools Procedures (Oct 2023)
- Teaching For Impact <https://ikon.education.wa.edu.au/-/access-teaching-for-impact/>
- SCSA: Teaching, Assessing and Reporting Policy <https://k10outline.scsa.wa.edu.au/home/policy/teaching-assessing-and-reporting-policy>



Curriculum

“Effective teachers understand the Western Australian Curriculum content and the knowledge, skills and understandings students need to master at each stage of learning’ (Teaching for Impact, DoE).

The Western Australian Curriculum, encompasses the Australian Curriculum and The Alice Springs (Mparntwe) Education Declaration (December 2019). It has a twenty-first century focus, including three cross-curriculum priorities and seven general capabilities.

The Western Australian Curriculum includes:

- Early Years Learning Framework
- Kindergarten Curriculum Guidelines
- Pre-primary to Year 10 Curriculum

There are three cross-curriculum priorities,

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

Aspiri Primary School (APS) follows the Western Australian curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The curriculum comprises of eight learning areas. All learning areas are covered at APS.

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Languages (Year 3-6) (AUSLAN)
- Health and Physical Education
- Technologies



Principles of Teaching and Learning

The Guiding Principles for Western Australian Schools promote equity and excellence in Western Australian schools. They ensure that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of young Western Australians. The Guiding Principles are the foundation for planning, teaching and assessing at APS.

The Guiding Principles comprise:

- Western Australian Values of Schooling
- Students with Diversity Statement
- Principles of Teaching, Learning and Assessment
- Phases of Schooling
- Kindergarten and Pre-primary Statement

The Principles of Teaching and Learning are implemented at APS to ensure that our school and class environments are intellectually, socially and physically supportive of learning. These principles assist whole-school planning and individual classroom practice.

- Opportunity to Learn – Learning experiences should enable students to observe and practise the actual processes, products, skills and values that are expected of them.
- Connection and Challenge – Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
- Action and Reflection – Learning experiences should encourage both action and reflection on the part of the student.
- Motivation and Purpose – Learning experiences should be motivating and their purpose clear to the student.
- Inclusivity and Difference – Learning experiences should respect and accommodate differences between learners.
- Independence and Collaboration – Learning experiences should encourage students to learn both independently and from and with others.
- Supportive Environment – The school and classroom setting should be safe and conducive to effective learning.

Teaching for Impact

Teaching for Impact is a component of the Department of Education's Quality Teaching Strategy. It identifies elements that have significant impact on student outcomes. These elements guide the teaching and learning at APS, ensuring we:

- Place students firmly at the centre of quality teaching and learning;
- Focus on creating the preconditions for positive learning;
- Differentiate to ensure students understand content and expected learning;
- Enable students to consolidate content and expected learning;
- Enable student to apply their knowledge and skills.



Shaping the future

Teaching for Impact

Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes.



Believe	Effective teachers believe they can unlock the learning potential of every student.	Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve.	Effective teachers believe in inclusion and value student diversity.	Effective teachers believe student wellbeing and engagement are essential to student achievement.	Effective teachers believe they share the responsibility for student success with schools, families and the broader community.	Effective teachers believe in equity and reconciliation.	Effective teachers believe in preparing students to become their own teachers and successful life-long learners.
	Know	Effective teachers know themselves. They are culturally responsive and critically reflect on their own cultural background, values and beliefs. They use this knowledge to respond to the diverse needs, backgrounds and experiences of all students.	Effective teachers know their students. They understand that students come from a diverse range of linguistic, cultural, religious and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember and transfer learning.	Effective teachers know the curriculum. They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students.	Effective teachers know what works best. They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement.		
Plan	Effective teachers place students firmly at the centre of quality teaching and learning.	<ul style="list-style-type: none"> plan to create a culturally responsive, safe, inclusive, and supportive learning environment; build a classroom culture where students feel confident and challenged and are able to take risks in their learning; partner with parents/carers, community and specialised services in shared approaches to teaching and learning; respect and celebrate student diversity and personal strengths. 	<ul style="list-style-type: none"> independently and collaboratively analyse student data care for individual learning needs through differentiated learning and a tiered approach respond to the needs of culturally and linguistically diverse learners develop lessons that are structured and sequenced appropriately in small steps. 	<ul style="list-style-type: none"> design programs consistent with whole-school approaches and priorities plan content with an awareness and practical understanding of major learning theories, e.g. Cognitive Load Theory clearly understand what students should know and do at the end of the learning sequence 			
Do	Engage Effective teachers focus on creating the preconditions for positive learning.	Instruct Effective teachers differentiate to ensure students understand content and expected learning.	Practise Effective teachers enable students to consolidate the content and skills.	Apply Effective teachers enable students to apply the knowledge and skills.			
	<ul style="list-style-type: none"> clearly communicate a positive culture of high expectations for the achievement of all students identify and integrate student strengths, interests, abilities and experiences create a child safe environment where students develop a positive identity with learning and school have visible systems to promote positive behaviour, classroom management and restorative approaches provide opportunities for student agency and voice use culturally responsive pedagogies that build on the strengths of Aboriginal students use strong relational skills to build positive connections with students, families and the community 	<ul style="list-style-type: none"> clearly communicate learning intentions and success criteria activate students' prior knowledge provide opportunities to review previous learning explicitly teach concepts, ideas, skills and strategies for learning provide worked examples that demonstrate to students the steps required to understand new content and skills use scaffolds and frameworks to support learning implement a gradual release of responsibility use questioning to enable frequent checks for understanding, opportunities for discussion and to extend student learning 	<ul style="list-style-type: none"> foster opportunities for students to develop personal and social capability provide opportunities and time for students to achieve mastery of content, skills and concepts utilise multiple methods of learning to review, practise and consolidate skills and processes provide students with explicit feedback to scaffold and plan the next steps in their learning employ metacognitive strategies that enable students to understand themselves as learners give students the opportunity to review, reflect and set goals for future learning 	<ul style="list-style-type: none"> empower student agency and voice to build self-efficacy and autonomy, and to be partners in their learning develop students' capacity to activate core content, knowledge and skills in contexts that require higher order thinking and deep learning use problem solving and inquiry to develop learners' capacity to be collaborative, critical, creative and innovative thinkers equip students with work capabilities expertly select and apply technologies to maximise every student's learning and progress support students to transfer their learning to new and original contexts and communicate their knowledge and understanding 			
Assess	Effective teachers assess student learning and teacher impact.	<ul style="list-style-type: none"> design assessments for learning (diagnostic and formative) of learning (summative) and as learning (self-assessment) design assessments that are educative, fair and reliable design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students 	<ul style="list-style-type: none"> assess student performance using explicit criteria provide meaningful and timely feedback to students reflect on student outcomes to monitor impact make professional judgements about student learning to accurately report against the relevant achievement standards 	<ul style="list-style-type: none"> teach students how to interpret information from assessments moderate student achievement and progress with colleagues within and across schools, using data and other evidence demonstrate self-awareness and problem-solving capabilities through self-reflective practices 			



Assessment

Assessment is the process of gathering information about students and their learning and making judgements using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment at APS reflects the Principles of Assessment described in the WA Curriculum and Assessment Outline.

The Principles of Assessment are:

- Assessment should be an integral part of Teaching and Learning – Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus.
- Assessment should be educative – Assessment practices should be educationally sound and contribute to learning.
- Assessment should be fair – Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status.
- Assessments should be designed to meet their specific purpose – Information collected to establish where students are in their learning can be used for summative purposes and for formative purposes because it is used to inform subsequent teaching.
- Assessment should lead to informative reporting – Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student.
- Assessment should lead to school-wide evaluation processes – Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data.

Effective teachers assess student learning and teacher impact. 'Assessment *for* learning', 'assessment *as* learning' and 'assessment *of* learning' are all utilised at APS. Teachers use a variety of assessment strategies over time to make accurate on-balance judgements about student performance.

- 'Informing and differentiating instruction for each learner in a never-ending cycle of inquiry to discover what works best', (Lyn Sharratt, 2019)
- Providing feedback and progress in relation to the WA Curriculum
- Assisting with the identification and monitoring of students at educational risk (SAER)
- Measuring the impact of teaching practice
- Motivate students to learn and set goals for their learning
- Moderation with colleagues
- Reporting to Parents/Carers
- School wide review, evaluation, and planning for continued improvement

Reporting

Reporting is the process of communicating the outcomes of assessment to parents, carers and students.

AITSL Standard 5 - Assess, provide feedback and report on student learning clearly describes the role of teachers in using and reporting on the teaching and learning cycle as a core part of our business.

Reporting at APS incorporates both formal and informal reporting, including:

- Distribution of system assessment reports
 - NAPLAN (Year 3 and Year 5)
 - On-Entry Assessment (Pre-primary)
- Summative, semesterly reports emailed to parents/carers.
- Parent/Teacher meetings are scheduled in the final weeks of Semester 1 and 2
- Informal communication between parent and teacher, at the request of either, by appointment
- Parent/Teacher meetings relating to documented plans, such as Individual Education Plans (IEPs) and Behaviour Plans (IBPs).

For Pre-Primary to Year 6, teachers at APS use the SCSA Judging Standards when reporting against the achievement standard, when providing assessment feedback, and comparing student achievement.

The Judging Standards resources are used to assist with whole-school planning and individual classroom practice related to teaching, assessment and the reporting of student achievement. Judging Standards also promote shared understandings of achievement standards within our school and across schools.

The APS Reporting Schedule outlines the teaching, learning, assessment and reporting requirements at each year level. This information is provided in the accompanying Appendix. Student achievement in all learning areas taught within the semester will be reported in the formal report.



Reporting

Pre-primary - Year 6 teachers use the Department of Education's *Reporting to Parents* system and templates to report on student achievement and progress at the end of each semester.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years from Pre-Primary to Year 10.

- In Years Pre-Primary to Year 2 schools report using achievement descriptors, without letter grades.
- In Years 3 – 10 the following table of letter grades and achievement descriptors is used:

Letter Grade	Achievement Descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very Low	The student demonstrates very low achievement of what is expected for this year level.

With mid-year reports, teachers make a professional judgement regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

Reporting in Kindergarten

Reporting in Kindergarten differs from the rest of the school. Kindergarten students receive a report at the end of the year. A Department of Education reporting template is used with each of the reporting areas guided by the Kindergarten Curriculum Guidelines and aligned to the Early Years Learning Framework (EYLF).

Belonging, Being and Becoming - The Early Years Learning Framework describes the principles, practice and outcomes essential to support and enhance young children's learning

- Outcome 1 - Children have a strong sense of identity
- Outcome 2 - Children are connected with and contribute to their world
- Outcome 3 - Children have a strong sense of well-being
- Outcome 4 - Children are confident and involved learners
- Outcome 5 - Children are effective communicators

Reporting To Parents

The timelines for reporting to parents are indicated on term planners.

As of 2024, the 'Parent/Guardian Interview Recommended' box is ticked 'yes' on all Semester 1 written reports. All parents/carers are encouraged to attend a parent-teacher meeting. Parent-teacher meetings are a valuable opportunity for teacher/s to provide individualised feedback and discuss aspects of student learning. These meetings are also an opportunity for parents to ask questions regarding their child/ren's achievement, progress and areas for improvement. Instructions on how to book a parent-teacher meeting during these times is communicated via Seesaw and the school newsletter.

Kindergarten

Semester 1	Semester 2
Parent-Teacher Meetings <ul style="list-style-type: none">• Online booking system• Held throughout last fortnight of Term 2, including a school closure day approved by the school board	Report emailed to parents at the beginning of Week 9, Term 4 Parent-Teacher Meetings available upon request

Pre-primary - Year 6

Semester 1	Semester 2
Report emailed to parents at the beginning of Week 9, Term 2 Parent-Teacher Meetings <ul style="list-style-type: none">• Online booking system• Held throughout last fortnight of Term 2, including a school closure day approved by the school board	Report emailed to parents at the beginning of Week 9, Term 4 Parent-Teacher Meetings available upon request

Attendance

Regular attendance at school is fundamental to student learning. As outlined in the Aspiri PS's Attendance Policy and Procedures, we are committed to promoting the key message "every day counts", enabling all students to reach their full potential.

As of 2025, a comment regarding attendance is included in all Kindergarten to Year 6 reports. The Department of Education WA determines concerning attendance to be less than 90%. The number of half days as well as a percentage of attendance for the semester is generated via the Reporting to Parents platform. Attendance levels are indicated in the table below.

90- 100%	(Student A)'s is to be commended on his/her exemplary attendance which has provided him/her with optimum learning opportunities to achieve the best possible educational outcomes.
80-89%	(Student A)'s attendance puts him/her at risk of not accessing optimal learning opportunities and meeting his/her educational potential.
60 - 79%	(Student A)'s attendance puts his/her at high risk of not accessing optimal learning opportunities and meeting his/her educational potential.
0 - 59%	(Student A)'s attendance puts his/her at severe risk of not accessing optimal learning opportunities and meeting his/her educational potential.

Please note:

- Individual contexts need to be taken into consideration and clarification may be required, for example in relation to medical treatment. This will be decided on a case-by-case basis. It is important to consult with your line manager for any students who require an adjusted.
- The lower band comments (89% & below) are to be placed within the middle of the generalised comment rather than the concluding sentence. An example is located in Appendix 4

Punctuality

Punctuality may also be raised as a concern in reports, using the statement below.

"Student A's punctuality has been of concern this semester. Being punctual enables students to settle in to their school day, complete morning routines and be ready to learn."

SEN Reporting

Students with special education needs (SEN) reports are provided for all students on an Individualised Education Plan (IEP). These students receive both a SEN report and year level report.

All SEN reports include:

- identified progress of IEP goals
- at least one photo, demonstrating progress (product/process) for each identified learning area within the IEP

A three point scale is used in SEN reporting to identify student achievement for identified goals in the IEP.

Not Achieved	The student has not achieved this content descriptor. The achievement of goals linked to this content descriptor are in progress.
Partially Achieved	The student has achieved some aspects of this content descriptor. Some of the goals linked to this content descriptor have been achieved and some are in progress.
Achieved	The student has achieved this content descriptor. Most or <u>all</u> of the goals linked to this content descriptor have been achieved.
N/A	Not assessed

SEN reporting is completed for students in relation to the achievement of their IEP goals. For example,

- If a goal has been assessed as P (Partially Achieved) only the SMART goals achieved will be ticked.
- If a student has been assessed as A (Achieved), all of the SMART goals in this area are ticked.

Classroom teachers and specialist/DOTT providers are each responsible for their IEP area when completing the SEN report.

As with the year level report, there are no individualised comments for learning areas. There is a consistent general comment for all SEN reports, directing parents to the year level report.

“Please refer to <N's> year level report.”

Update	Version	Changes Made	Endorsed
	v1		<i>A. Cole</i>
7/4/2025	v2	Reporting to Parents: <ul style="list-style-type: none"> • withdrawal of comments for learning areas K-6 and SEN • Inclusion of photos for SEN • withdrawal of Kindergarten portfolio • inclusion of scaled attendance comments • Pre-primary students achievement is entered for all learning areas taught within the semester. 	<i>A. Cole</i>
16/7/2025	v3	Reporting to Parents: Appendix 1 <ul style="list-style-type: none"> • reporting of Visual Arts in Semester 2, 2025 has been removed. 	<i>A. Cole</i>
26/09/2025	v4	<ul style="list-style-type: none"> • SEN reporting scale has been amended to a three point scale • Expectations for Kindergarten general comment 	<i>A. Cole</i>
6/02/2026	v5	<ul style="list-style-type: none"> • Teaching, Learning and Assessment Schedule 2026 amended in The Arts learning area • Reporting schedule of specialist teachers separated from classroom teachers 	<i>A. Cole</i>

APPENDIX 1

Pre - primary - Year 6 Teaching, Learning and Assessment Schedule 2026

		PP	PP	Year 1&2	Year 1&2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
English	Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Speaking and <u>Listening</u>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Number and Algebra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Measurement and Geometry		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Statistics and Probability	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	Physical Science		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3
	Earth and Space Sciences	✓ T2		✓ T2		✓ T2		✓ T2		✓ T2		✓ T2	
	Biological Science	✓ T1		✓ T1		✓ T1		✓ T1		✓ T1		✓ T1	
	Chemical Science		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4
HASS	History	✓		✓			✓		✓		✓		✓
	Geography		✓		✓	✓		✓		✓		✓	
	Civics and Citizenship						✓		✓		✓		✓
	Economics									✓		✓	
The Arts	Performing Arts: Music	✓		✓		✓		✓		✓		✓	
	Visual Arts		✓		✓		✓		✓		✓		✓
Health and Physical Education	Movement and Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Personal, Social and Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technologies	Digital Technology	✓		✓		✓		✓		✓		✓	
	Design Technology		✓		✓		✓		✓		✓		✓
Languages	AUSLAN					✓	✓	✓	✓	✓	✓	✓	

- Ticked areas indicate reporting strands for each semester. These areas are reported on with an achievement grade and effort mark
- 'Science Inquiry Skills' and 'Science as a Human Endeavour' are interwoven throughout teaching and reported on via science content areas.
- If a reportable learning area/strand is not timetabled with a specialist teacher, the classroom teacher will teach, assess and report on the area within the indicated semester
- Reporting strands may vary in composite classes

APPENDIX 1 (CONTINUED)

Specialist Areas Teaching, Learning and Assessment Schedule 2026

		PP	PP	Year 1&2	Year 1&2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Science	Physical Science		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3
	Earth and Space Sciences	✓ T2		✓ T2		✓ T2		✓ T2		✓ T2		✓ T2	
	Biological Science	✓ T1		✓ T1		✓ T1		✓ T1		✓ T1		✓ T1	
	Chemical Science		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4
The Arts	Performing Arts: Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Visual Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health and Physical Education	Movement and Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Personal, Social and Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Languages	AUSLAN					✓	✓	✓	✓	✓	✓	✓	✓

- Specialist teachers are required to teach, assess and report for all classes timetabled each semester. Those specialist teachers who are also timetabled for lessons outside their speciality area will also need to report on those identified areas within the PP-Year 6 schedule.
- 'Science Inquiry Skills' and 'Science as a Human Endeavour' are interwoven throughout teaching and reported on via science content areas.

APPENDIX 2

Design and Technologies: Technology Contexts Year Level Distribution

Year Group	Knowledge and Understanding Strands: Technology Contexts	Context Elaborations + Resources *
PP	<p>Engineering Principles & Systems</p> <p>Students move objects in a range of ways: push, pull, bounce, slide, fall, spin, float, and observe their reactions</p>	<p>Engineering Principles & Systems Elaboration Resources</p>
Yr 1	<p>Material & Technologies Specialisations</p> <p>Students observe, explore and select materials to use for construction based on materials' characteristics and behaviours</p>	<p>Materials & Technology Specialisations Elaboration Resources</p>
YR2	<p>Food & Fibre Productions</p> <p>Students make simple connections between healthy living, food and fibre choices</p>	<p>Food & Fibre Productions Elaboration Resources</p>
YR3	<p>Engineering Principles & Systems</p> <p>Students observe and recognise ways applied forces, and the properties of materials, affect the behaviour of objects</p>	<p>Engineering Principles & Systems Elaboration Resources</p>
YR4	<p>Material & Technologies Specialisations</p> <p>Students implement safe practices and select suitable materials, systems and components for a range of purposes</p>	<p>Materials & Technology Specialisations Elaboration Resources</p>
YR 5	<p>Food & Fibre Productions + Food Specialisations</p> <p>In Food & Fibre, students identify ways people in design and technology occupations aim to increase the efficiency of production systems or consumer satisfaction of food and natural fibre products. In Food Specialisation, students identify and implement a variety of food and hygiene practices</p>	<p>Food & Fibre Productions Elaboration Resources</p> <p>Food Specialisations Elaboration Resources</p>
YR6	<p>Engineering Principles & Systems</p> <p>Students connect ways electrical energy and forces can control movement, sound or light in a product or system</p>	<p>Engineering Principles & Systems Elaboration Resources</p>

Please note:

- Teachers will teach the Technology Context assigned to their year level.
- If it is a composite class (split year level class), the teacher will teach both strands over the course of the semester i.e., focus on one strand per term.

*The suggested resources are a starting point for teaching ideas. Use teacher judgement when selecting for the context you are teaching.