Assessment and Reporting.

Reporting individual student achievement to parents is a critical aspect of education. We all want to know how well our children are coping with the demands of an ever-broadening curriculum but at the same time we want to receive that material in a meaningful manner. We need to be able to see the strengths and challenges and to be able to share these understandings with our children.

Learning is a partnership between parents, students and teachers and this partnership is reflected in our new reporting process.

Focussed Observation, June Ausvels assessments, an end of year summative report and further opportunities for three way interviews enhances our ability to share this information with you.

Our new reporting process gives parents an informative and useful picture of their child’s year at school. Parents of students in Years 3 and 5 will also receive reports of their child’s achievement in the national NAPLAN testing program.

Our Reporting Schedule is:

<table>
<thead>
<tr>
<th>Term 1.</th>
<th>Social/Emotional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Teacher Interview (on request)</td>
<td></td>
</tr>
<tr>
<td>All families complete social/ emotional proforma</td>
<td></td>
</tr>
<tr>
<td>On line interview Preps</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2.</th>
<th>Focused Observation /Triangulated Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN (students in Years 3&amp;5)</td>
<td></td>
</tr>
<tr>
<td>June Ausvels statement</td>
<td></td>
</tr>
</tbody>
</table>

| Term 3. | Focused Observation /Triangulated Interviews |

<table>
<thead>
<tr>
<th>Term 4.</th>
<th>End of year summative Ausvels report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangulated Interviews (on request)</td>
<td></td>
</tr>
</tbody>
</table>

What is it?

Focused Observation.

- The teacher specifically focuses on the learning of a small number of students during each week.
- All work produced by the student in the observation week is “done” in the Observation Book including worksheets, art works, P.E. notes etc which are pasted in. Teachers write constructive comments directly onto the work. This forms the basis for the report/teacher comment at the end of the week.
- The Observation Book contains short reports on student performance in specialist subjects and by teachers working in the team rotations.
• Students write their own reflection on their week’s work focusing on strengths and challenges for future learning.
• Parents and their children share the book at home and discuss the work and comments within and then the parents add their written comment in the space provided.
• The book is signed and returned to school and forms the basis of the triangulated (three-way) interview and goal setting for future learning.
• The Observation Book provides a realistic picture of the activities undertaken in a typical school week and information on how your child managed each task.

Triangulated Interviews.
• This form of interview is empowering for the students as they become key players in the discussion about their learning and participate in future goal setting.
• Initially the process may appear daunting but once armed with their Observation Books students are eager participants and willingly share their ideas, hopes and aspirations.
• Opportunities for private parent/teacher interviews are always available.

June and Summative End of Year Reports.
• The June and end of year reports show student performance against Ausvels (Australian, Victorian essential learning standards).
• This report format is a visual indicator showing the individual student’s achievement aligned with the relevant Ausvels levels.
• The end of year summative information is supported by a description of the key areas taught and constructive commentary on your child’s individual skills and achievements.
• Teacher comments also relate to social skills and attendance.

N.A.P.L.A.N (National Assessment Program Literacy and Numeracy)
• This standardised national testing program is conducted annually and all students in Years 3 and 5 are tested. The major focus is on English and Mathematics.
• Tests are centrally assessed tasks and administered by classroom teachers over a pre-determined one week period.

The NAPLAN provides another set of information relating to the individual’s learning performance in the year but none should be looked at in isolation.

Each individual’s results can be affected by variables such as altered routines, home factors, missing breakfast, unfamiliarity with the instruction styles, a fear of test situations etc so it is essential that we look at our children’s learning and achievements across an entire year.

We hope that parents find this new approach one way to address the learning assessments of their child in a more meaningful and accessible way.

Fay Agterhuis
Appreciations/No Put Downs, Right To Pass, Mutual Respect, Attentive Listening, Personal Best