

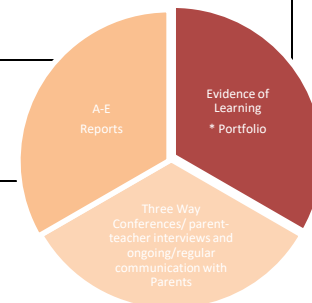
Reporting Plan

At Girraween School

- Parents and Teachers are stakeholders in the child's education and as such, regular contact between parents and teachers is actively encouraged for the ongoing success of the child
- Teachers contact parents where there is a concern with academic or social development, where issues arise or there is an ongoing issue that needs to be discussed
- Parents are encouraged to meet with the teacher if they have concerns about their child's progress in the first instance
- Students are assessment capable learners and a valuable part of the reporting process, and as such need to play a leading role in three way conferences



	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Formal Reporting	<ul style="list-style-type: none"> • Compulsory Parent/Teacher Interviews <ul style="list-style-type: none"> - Use students work samples/ books as evidence to demonstrate where students are at in their learning journey for their new year of schooling - Allow for parent consultation regarding direction and concerns in learning and social capabilities. - Formalise Learning Goals for the term <p><i>ENGLISH</i> <i>MATHS</i> <i>Learning Disposition??</i></p> <p>SPECIAL EDUCATION</p> <ul style="list-style-type: none"> • EAP/SP/BP – meetings with parents, teacher and Special Education Teacher to formalise and adjust student learning goals 	<ul style="list-style-type: none"> • Formal A to E reports to Parents (grades 1-6) - Parents of students receiving a D grading or below, must have prior notification of level attainment via conference or phone conversation • Formal Transition Reports to Parents • Preschool Reports and Portfolios are sent home (to be returned) <p>SPECIAL EDUCATION</p> <ul style="list-style-type: none"> • EAP/SP/BP – meetings with parents, teacher and Special Education Teacher to formalise and adjust student learning goals 	<ul style="list-style-type: none"> • Compulsory Three-Way Conferences using the Evidence of Learning Portfolio as a point in the conversation, students articulate their learning journey. -Evidence of Learning Portfolio will act as evidence to show student learning and progress against learning goals <i>ENGLISH</i> <i>MATHS</i> <i>Learning Disposition??</i> -formalise new learning goals <p>NAPLAN for students Years 3 and 5</p> <p>SPECIAL EDUCATION</p> <ul style="list-style-type: none"> • EAP/SP/BP – meetings with parents, teacher and Special Education Teacher to formalise and adjust student learning goals 	<ul style="list-style-type: none"> • Formal A to E reports to Parents (grades 1-6) - Parents of students receiving a D grading or below, must have prior notification of level attainment via conference or phone conversation • Formal Transition Reports to Parents • Preschool Reports and Portfolios are sent home <p>SPECIAL EDUCATION</p> <ul style="list-style-type: none"> • EAP/BP – meetings with parents, teacher and Special Education Teacher to formalise and adjust student learning goals
Informal Reporting	<ul style="list-style-type: none"> • Classroom Letters are sent to parents informing them of the learning that will take place across the term • A letter accompanies students participating in specific support programs including: (LLI/Social and Emotional/Gross Motor etc) 	<ul style="list-style-type: none"> • Classroom Letters are sent to parents informing them of the learning that will take place across the term 	<ul style="list-style-type: none"> • Classroom Letters are sent to parents informing them of the learning that will take place across the term • A letter accompanies students participating in specific support programs including: (LLI/Social and Emotional/Gross Motor etc) 	<ul style="list-style-type: none"> • Classroom Letters are sent to parents informing them of the learning that will take place across the term • Orientation and letters assigning new teachers are sent to parents. This opens the lines of communication for informal chats about achievement and learning concerns for the year to come.
<p>Ongoing Whole School informal Reporting</p> <ul style="list-style-type: none"> • Merit Certificates • Informal correspondence with parents – email/phone 				
<ul style="list-style-type: none"> • Certificates from competitions • In-class rewards • Recognition of achievement in newsletter • Letters to inform inclusion in support programs or extension programs 				



Student Learning Portfolios



At Girraween, portfolios are a valued collection of student work that show evidence of learning. They reflect student report comments and grades, indicating progress the child has made in key learning areas which is made transparent to the parents at the 3 Way Conference. The samples in portfolios must have rigour and show depth in learning (collected throughout the teaching and learning cycle). Feedback must be visible on each piece in the portfolio. This can be self, peer or teacher feedback. Each sample must have a context statement. These can be attached to individual pieces of work or as a content page at the beginning of the portfolio.

While portfolios are generally a folder of collected work, at parent teacher interviews and 3Way Conferences, student books can be used as well as any technology on the ipads/ smartboard etc to highlight the progress and achievement of the student as part of the process.

Preschool

Portfolios are on-going throughout the year with multiple opportunities for parents to view student progress. These will be sent home in Term 2 accompanied by a report comment and again in Term 4. Portfolios must contain learning journeys and reflect how students are demonstrating the EYLF principles and outcomes.

Transition-Year 6

Portfolios will include work that shows the student's growth. Examples of child's learning from Semester One are collected to create the portfolio. They will be used as a talking point for both the child and the teacher during Three Way Conferences in Week 3 of Term 3.

Portfolios are due to leadership (Helen's office) at the end of Week 1 Term 3. Leadership look at each individual portfolio and assign a sticker to a piece they connect with that reflects effort, growth and achievement. Teachers receive feedback on their portfolios.

Early Years – Portfolios are kept at school and teachers add several individual samples to evidence how students are working towards their learning goals in the key learning areas.

Primary Years – Portfolios will be sent home with the child and parents after the conference.

If parents do not make an appointment or happen to cancel or not make an existing appointment, it is the responsibility of the teacher to follow up. Portfolios will be sent home once contact is made with the parents.

English

- **At least 2 writing samples** that show growth and the process of writing (draft to published). A rubric should be attached so parents get an idea of what their child has achieved and what they can do to improve their work.
- **At least 2 reading samples** that give parents a good idea of the strategies the child is using and what they are working on. A rubric or FS I can sheet will help with goal setting.
- **At least 1 listening and speaking samples**

Maths

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

At least 6 samples across the 3 strands. These can be work samples, assessments or reflection journals that demonstrate the child's achievement across the proficiencies, i.e not all fluency tests. Feedback must be targeted and specific, reflecting what the child can do and is working towards.

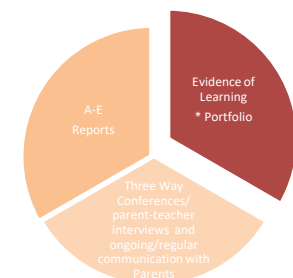
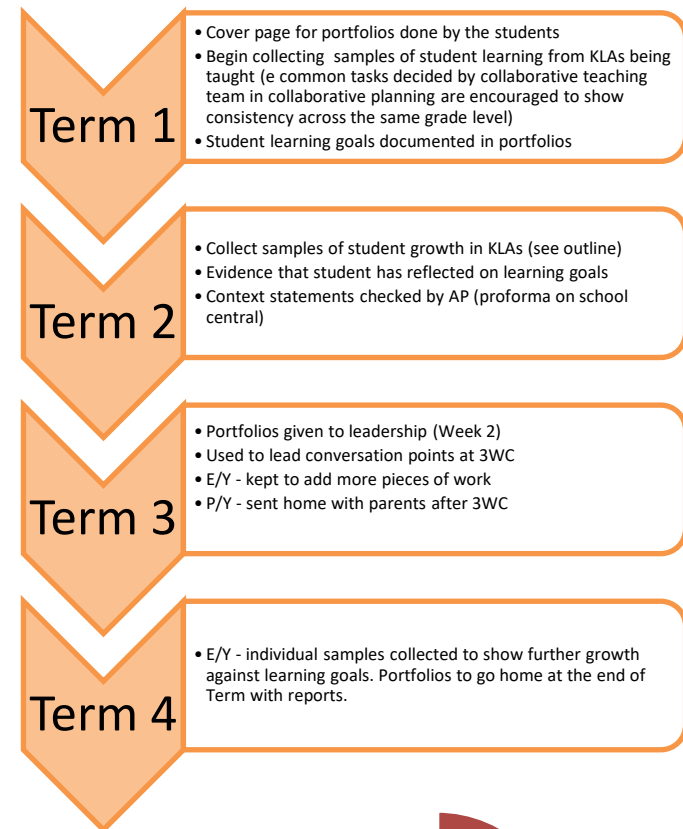
At least one sample from the key learning areas assessed for the semester:

- Science
- HASS
- Our World
- Health
- Languages- 3-6
- Art – Visual/Drama/Media/ Music
- Digital Technologies

A sample or summary of intervention programs the child participates in

Seeds for Success Assessment (on the portal) must also be included

Learning Goals – ENGLISH/MATHS/Learning habits: Include goals that students have been working on individually in key learning areas and a reflection as to whether they have reached them or are still working on them. These can be articulated at the Three Way Conference.



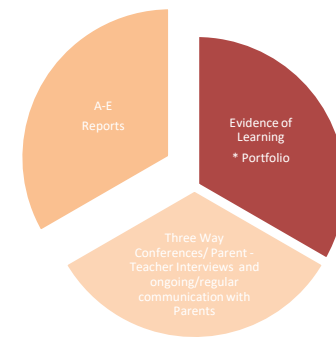
Student Reports

At Girraween Primary School reporting is seen as the process of communicating the knowledge and understandings gained from assessing student learning. Achievement Information is used to inform and describe the progress made by students at a particular time in respect to their year level achievement standards. In line with the reporting requirements, Girraween provides parents with one written report each semester.

Written reports for parents provide descriptive information and details of achievement accompanying areas of learning taught and assessed in the semester. A-E grades are a consistent way of providing feedback to parents about student achievement and must align to the written comments.

In **semester one**, the report will reflect student achievement demonstrated against the specific parts of the standard that have been taught to that point in time.

In **semester two**, the report will reflect student achievement across the entire year level achievement standard. All areas not taught and assessed in semester one, will need to be addressed in semester two.



Reporting Overview

- Completed with teaching team (T-6) at the beginning of the year to ensure all KLAs are reported
- Followed for the year in programming/planning/reporting cycle

Reporting Timeline

- Created by Leadership to ensure teachers have adequate time to write/edit and go out to parents
- Followed by teaching and admin staff

Reporting Template

- Created and maintained by leadership with teachers in their year level groups to use to import reporting data that is entered into SAIS
- Dot points indicative of Semester one or Semester Two report

Reporting Comments

- Created and used by teachers as a guide to writing comments for specific learning areas – includes do's and don'ts

Descriptors for report template – reporting to parents

- A** = Evidence of learning demonstrates outstanding achievement
- B** = Evidence of learning demonstrates high achievement
- C** = Evidence of learning demonstrates sound achievement
- D** = Evidence of learning demonstrates limited achievement. This is adequate for progression but the student requires additional support.
- E** = Evidence of learning demonstrates very limited achievement. The student requires additional support to progress.

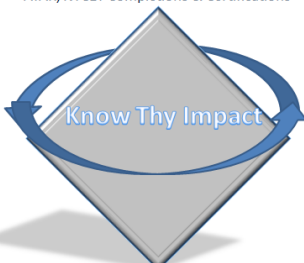
A-E Descriptors

Descriptors for assessing evidence of learning – teacher judgments

A	B	C	D	E
Outstanding	High	Sound	Limited	Very limited
The student	The student	The student	The student	The student
<ul style="list-style-type: none"> has an extensive knowledge and understanding of the content demonstrates a high level of proficiency in the processes and skills independently adapts, integrates and applies learning across a range of contexts that is beyond the routine and practised activities consistently demonstrates precision in the detail and can readily apply this in new situations 	<ul style="list-style-type: none"> has a thorough knowledge and understanding of the content demonstrates a high level of competence in the processes and skills independently applies learning across a range of contexts that is beyond the routine and practised activities consistently demonstrates accuracy with detail 	<ul style="list-style-type: none"> has an accurate knowledge of the content demonstrates a competent level in the processes and skills can apply this knowledge to routine and known contexts with variable consistency and detail consistently demonstrates accuracy 	<ul style="list-style-type: none"> has an incomplete knowledge of the content demonstrates a limited level of competence and shows inaccuracy and lack of detail in the processes and skills is able to apply these skills and knowledge in well-practised situations is inconsistent in accuracy 	<ul style="list-style-type: none"> has misconceptions in knowledge and a lack of understanding of the content demonstrates a very limited competence in the processes and skills is unable to complete tasks independently shows little accuracy at this level



Achievement
Systemically Devised Measures of Impact
EAD/L, NAPLAN, A – E
ATAR, NTCET Completions & Certifications



Data Diamond

Growth
Standardised Measures of Impact at individual and cohort levels
Evidence of learning assessed through:
PAT-R PAT-M
Visible Learning
Capability Assessment

Program
Specific Program Measures of Impact
i.e. PM Benchmark, SENA, Direct instruction

Progress
Teacher Devised Measures of Impact at individual student and whole class levels.
Evidence of learning assessed through:
Products Performances Exhibitions & Projects;
Observations, Interviews & Conferences
Photo & Video Records
Self & Peer Feedback & Reflection
Checklists & Rubrics
Testing - On-Demand, Improve, e-asTTle

Confirming Part 2 in Collaborative Teaching Teams to moderate grading

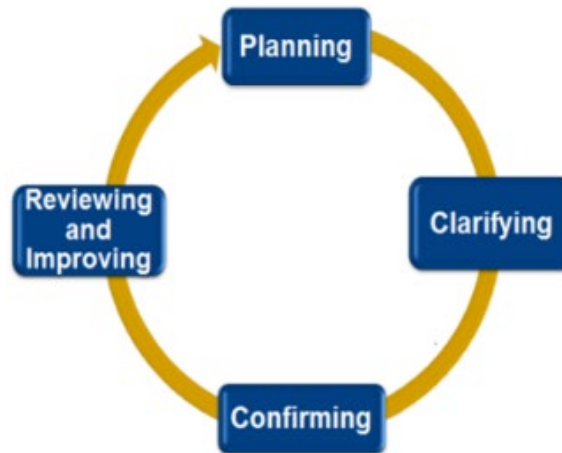
Building Blocks of Report Writing at Girraween

Girraween Whole School Confirming Cycle to inform reporting

What: In teaching teams, teachers plan and design assessments which allow students to demonstrate their learning against the achievement standard at the planning phase. These assessments give scope to 'rise to the challenge' of 'above' as well as measure 'at' and 'below'. Once teachers have set learning goals specific to their individual cohort, they plan ongoing and culminating assessments which directly inform the planning of the teaching and learning sequence.

When: At the beginning of teaching and learning sequences.

How: During scheduled Collaborative Planning days and collaborative team release (all teaching teams have at least one hour to collaborate per week – expectation is to meet at least twice a term).



What: In collaboration, teachers review the QAAC process and how this can be improved/strengthened.

When: at the end of Term 2/4

How: During PLC/Collaborative Planning

What: In teaching teams, teachers clarify to collaboratively review whether assessments provided in their program align with the intended achievement standard and follow the principles of assessment.

When: Term 1/Term3 in the lead up to reporting.

How: During scheduled PLC meetings and collaborative release.

Tools: Assessment principles, clarifying checklist, curriculum

What: Confirming can only be valid when there are good quality tasks that align with the achievement standard (clarifying) and reflect the teaching and learning sequence (planning). In the confirming phase, teachers work collaboratively to ensure consistency of teacher judgement.

When: Confirming Part 1: End of Term 1 and 3

Confirming Part 2: Beginning to mid Term 2 and 4

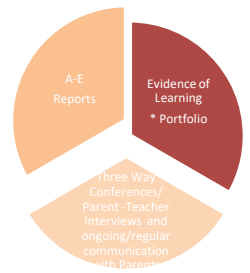
How: During scheduled PLC meetings and collaborative release.

Tools: Confirming part 1:

Confirming part 2:

Parent-Teacher Interviews (Term 1)

3 Way Conferences (Term 3)



Parent-Teacher Interviews involve the teacher and parent, and possibly the student. During the Interview, everyone has a role to play.

Parents – raise any concerns they have about their child and help make plans to support their child’s learning at home.

Teachers – inform parents or current reality referring to student data collected and beginning of the year samples of work, share student goals they will be working towards in English, Maths and Learning Disposition.

Students – co-construct goals with the teacher that they will be working on during class time, make choices about artefacts they would like to share with their parents at the interview.

3-Way conferences involve the teacher, parent and student. During the 3-Way conferences, everyone has a role to play.

STUDENTS - demonstrate what they know as they share their accomplishments and set new learning goals.

PARENTS - find out about their children’s learning, have the opportunity to ask questions and express their ideas, and help make plans to support their children’s learning at home.

TEACHERS - facilitate the three-way conversations. They support the learners and the parents by clarifying, elaborating and responding to specific questions and concerns.

Preparing for 3 Way Conferences

1. Develop the **language of reflection** in your classroom. Have students be very aware of the pieces in the **Evidence of Learning Portfolio** and be able to articulate what they did/ things they would do differently next time, things they are working on etc.
2. Develop **goal setting** as a practice in your classroom. Ensure students know what a goal is, are able to set goals from reflecting on their skills and thinking.
3. Give students time to **practise articulating a ‘walk through’ of their Evidence of Learning Portfolio** with thinking prompts such as
 - *This work was chosen because ...*
 - *The learning demonstrated in this work is ...*
 - *The best part of this work is ...*
 - *The part I like least is ...*
 - *From this work I have learnt*
 - *If I did this work again, I would ...*
 - *What I need to do next to improve my learning? (skills, resources, knowledge etc)*
 - *I would like to learn more about ...*
 - *How I can do this is...*

