



St Peters Lutheran
Blackwood

Assessment and Reporting Policy

Reviewed 2015



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ASSESSMENT AND REPORTING POLICY

Preface

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action

Purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about progress in students' learning.

Its purpose is to improve the education of all students by providing information about the progress towards, and the achievement of, learning goals, and by informing the decisions made about subsequent teaching and learning. Both summative and formative assessment strategies are employed to provide data on the students' knowledge, skills and conceptual understanding.

Recording is the process of how we choose to collect and analyse data.

Teachers record information using a variety of tools which are the instruments used to collect data. It is important to take into consideration which tools are most applicable and relevant to the chosen assessment strategy

Reporting is the communication of the knowledge gained through the assessment of students' learning.

Its purpose is to support students' education by providing information about their assessment to the students themselves, parents, teachers and other schools. This information is also used to guide curriculum development, review and reform.

Assessment and reporting is an on-going process that is cyclic and dynamic. It involves the identification of outcomes, gathering of data to determine to what extent these outcomes are being met, and action taking place in response to the data. At all stages of this process there is constant re-assessment, communication and documentation between all parties concerned.

The major components of the assessment and reporting process are:

- **Identifying outcomes** using the curriculum frameworks.
- **Gathering and recording data** using a range of strategies.
- **Making judgments** with reference to the programmed outcomes, which are then recorded.
- **Reporting** to either/and/or students, parents, teachers where appropriate. Teachers are reporting and communicating with students continuously, and more formally and less frequently to parents and other teachers.

All of these components are interdependent and occur simultaneously and continuously.

Principles of Assessment and Reporting

We believe:

- ***strategic assessment and reporting are vital components of effective teaching practice.***

Therefore we identify the learning outcomes to be assessed within each unit, plan the specific assessment and reporting strategies to be used, and plan opportunities for students to learn the skills and knowledge required to achieve success in the assessment tasks. We describe students' progress in achieving learning outcomes, and use the information gained through assessment to report to students, parents, and teachers and to inform future programming and teaching.

- ***effective assessment and reporting occur when students are skilled and knowledgeable participants.***

Therefore we provide opportunities for students to: negotiate, set and monitor learning goals; participate in self and peer assessment; discuss the role of assessment and reporting in their own learning; and participate in selecting criteria for assessment and reporting on particular units of work. This occurs at all year levels and to various degrees in all curriculum areas. Classes discuss what makes a student successful with a particular task or skill and identify specific ways or strategies to achieve these goals. For example, upper primary students construct their own outcomes on their proof-reading checklist and use it to assess their work; junior primary students identify what makes a good listener and provide a feedback comment to their audience on how they met those criteria.

- ***effective assessment and reporting require a whole school approach.***

Therefore we plan for assessment at all stages of curriculum planning and implementation, implement ways of reporting to the school community, clearly inform students and parents about how assessment and reporting occur, and provide opportunities for students and parents to participate in the assessment and reporting process. Students identify some assessment criteria and document self and peer assessment. Parents have the opportunity to respond verbally and in writing to their child about their work. We have developed reporting strategies that are consistent with our teaching and assessment practices, and regularly review our assessment and reporting practices, and ensure that they are consistent throughout the school.

- ***assessment and reporting processes must be equitable to be effective.***

Therefore we develop learning goals that are explicit and practices which ensure that students know whether or not they have been successful. These goals are developed collaboratively, eg. teachers discuss with students what they think they should be able to do by the end of the unit. We will implement assessment strategies that do not discriminate against specific groups and individuals (eg those with unrelated learning difficulties, students with English as a second language, from other cultures etc.). We will provide students with opportunities to demonstrate what they know, understand and are able to do in a variety of ways to accommodate a wide range of learning styles, (eg. Gardiner's multi-sensory approach).

- ***effective assessment and reporting require a comprehensive range of methods and strategies.***

Therefore we will use valid and reliable assessment tasks, teach the skills needed to be successful in a range of assessment methods, and use methods that are appropriate to the age and development of the students. We will use a variety of reporting strategies to meet the needs of different audiences (eg newsletters, conferences, report folders etc.).

Assessment Strategies

Assessment strategies and tools are used to collect and record data about student learning. At St Peters Lutheran School we acknowledge that in education, the best source of evidence for evaluations, review and other monitoring activities is the professional judgment of staff. At St Peters we trust and value the professional judgment of staff.

The professional judgment of staff at St Peters is complemented by:

- **Informal Observation.** The purpose of this technique is to note observable behaviour to gain informal impressions of important but general aspects of students' work. Some examples of when these observations could occur include group discussions, oral reading, book selection in the library, reporting back from group discussions, peer tutoring, and journal writing.
- **Focused analysis of student performance or product.** The purpose of focused analysis is to analyse and reflect on specific aspects of students' work, normally by taking the work away, considering it at some length, and reflecting upon what it reveals of a student's strengths and weaknesses. Some examples of products which could be analysed include running records, responses to direct questions, tests, drafts (including plans, proofreading, etc), palm or cue cards, videotape of an oral presentation to an audience, audiotape of a group discussion, roleplay, retelling, readers' theatre, notetaking and summarising, folios of student work.
- **Discussion and consultation with students and also with parents and significant others.** The purpose of these conferences is to gain understanding about aspects of students' work (such as strategies used for reading, or problem solving in mathematics, etc) that are difficult to obtain through any other technique. Some examples of contexts where this might occur include casual conversations, interviews, questionnaires, and conferences.
- **Students' self and peer assessment.** For teachers to gain understanding of the student's perspective on a task or process, what they understand and what confuses them, and how they perceive their peers' attempts, students will be required to undertake self and peer assessment. Students could use reading and writing logs, journals, personal spelling lists, criteria lists, structured peer assessment formats, records of completed work, written 'conversations' with teachers (dialogue journals) and by compiling '*best work*' folios.

Assessment tools

Assessment tools, such as rubrics, exemplars, checklists, anecdotal records and continuums are used by teachers to record student performance, and by students to understand the explicit requirements of an assessment task.

Standardised tests in the areas of literacy and numeracy are also conducted and used in conjunction with in-school assessments to identify students who may be at risk and to monitor student progress against external standards.

Parents

At St Peters Lutheran School we believe that parents should:

- Feel welcome and comfortable in the school and confident offering suggestions and comments.
- Have opportunities and be encouraged to share knowledge of their children and their children's experience of school with their children's teacher.

- Realise a partnership with teachers for their children’s learning at school.
- Be assured that their children achieve optimum levels of literacy and numeracy.
- Receive written reports concerning all facets of their children’s progress at school, and which describe a relationship to the progress of children at their year level.
- Receive exit reports encompassing the range of their children’s academic and co-curricular achievements and participation at school.

Teachers

Teachers pass on Class Information Sheet to students next teachers. This includes information on student behaviour, special needs or other relevant information.

Teachers are informed by the Program of Inquiry and Scope and Sequence as to what content has been and will be covered in other years.

Any other relevant data collected by the teacher on a specific student is transferred to the file in the school office, from which it may be accessed by the next teacher.

Systems

Independent schools are required by the Australian Government to report on student performance against literacy and numeracy benchmarks in Years Three, Five and Seven. The tool being used for this purpose is the National Assessment Program – Literacy and Numeracy (NAPLAN), and if required by the Australian Government, others under the National Assessment Program.

Documents to be read in conjunction with this policy

The following documents will be utilised together in the development of the assessment and reporting policy at St Peters:

a) *Making the PYP Happen – a curriculum framework for international primary education* (published January 2007), *Learning in a language other than mother tongue in IB programmes*, that are available from the Online Curriculum Centre <http://occ.ibo.org>

b) Christian Studies Curriculum Framework Scope and Sequence (Lutheran Education Australia, 2005, Open Book Publishers, Adelaide)

c) St Peters will review assessment and reporting policy documents when and as required in response to the new Australian Curriculum guidelines.

d) Lutheran Curriculum Frameworks have been developed for use in all Lutheran schools to support teachers in their planning, programming and assessment of English and mathematics.

Reporting

Report Folders

The Report Folder is the core of the school’s reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life, as well as a dynamic means of three-way communication between parents, students and teachers.

Parent/Teacher Conferences

Parent participation in student learning through active communication and co-operation with teachers is encouraged. Teachers are available, by appointment, whenever parents wish to discuss their child's learning.

Student led conferences

Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There may be several conferences taking place simultaneously.

PYP exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

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Student report folder

Each student has his/her own Report Folder, which is taken home at the end of each term. It is intended that the contents of the Report Folders will assist parents and their children to reflect on efforts, experiences, progress and achievements in a meaningful and purposeful manner. It is anticipated that parents will use the information to celebrate their child's achievements and encourage their children to set positive goals and work towards them throughout the year.

The value of the Report Folder is greatly enhanced when parents...

- read it together with their child
- ask questions
- give feedback
- praise genuine effort and achievement
- assist in goal setting when improvement is needed
- read to their (junior primary) child any comments from the teacher
- write comments or questions as appropriate
- sign the sheet provided to show the teacher that they have seen it

Report Folder Contents

The Report Folder will be sent home containing reports on:

- **Overall Achievement against the Australian Curriculum Achievement standard**
Transdisciplinary Units of Inquiry including outcomes in a number of subject areas, skills, concepts and PYP attitudes.
- **Additional Units of Inquiry** including outcomes, skills, concepts and PYP attitudes
- **Routine Activities** [ie Listening and Speaking; Reading and Writing (ie. Spelling & Handwriting) once a year]
- **Learning Support** where a student is involved in these programs
- **IB Learner Profile** in the form of teacher comment with 1 Student self-assessment
- **Student goal setting** and their progress towards achievement of the goal/s.
- **Dated work samples**
 - one for each unit of Inquiry, Maths and Christian Studies

Reporting schedule and folder contents

Subject focus	Comments	Reporting and recording format/ pro forma	Term 1	Term 2	Term 3	Term 4
Letter to parents	ELC version Reception version Shared version	O:\Reports\Proformas The Principal currently has copies of these.	✓			
Trans disciplinary unit of inquiry, including a number of subject areas, skills, concepts and PYP attitudes.	To be sent home at the end of term after completion of the unit, using an integrated UOI report.	UOI report	✓	✓	✓	✓
Beginning reading and writing	Reception students only. Additional information not reported on is given to the Principal.	Beginning reading and writing report.	✓	✓	✓	✓
Beginning mathematics	Reception students only. Additional information not reported on is given to the Principal.	Beginning mathematics report.	✓			✓
Early reading	Year 1 students	Early reading report	✓	✓	✓	✓
Early writing	Year 1 students	Early writing report	✓	✓	✓	✓
Routine activities - spelling - grammar - handwriting - mathematics	Once per semester in either term.			✓		✓
Additional Inquiries	Usually reported on once per semester in either term.					
Christian Studies				✓		✓
Design and Tech				✓		✓
Indonesian				✓		✓
Mathematics				✓		✓
PSPE				✓		✓
Science				✓		✓
The arts				✓		✓
Other						
Pre-interview summary and PT interview	Sent home once only in Term 1 prior to PT interview.	Pre-interview summary	✓			
Overall achievement against Yr level and skills	Reported on once per semester. The skills are those chosen by the teachers to have as a whole year focus.	Overall achievement pro forma		✓		✓
IB Learner Profile	All attributes of the learner profile to be reported on each year.			✓		✓
Goal setting and reflection	Goals and progress towards their achievement to be reported once per semester.	Various formats on standard St Peters header.		✓		✓
NAPLAN	Report forms provided by	NAPLAN format			✓	

	NAPLAN are handed out at the SLC. Where needed, an interview is held prior to the report being handed over.	O:\Assessments\NAPLAN Writing				
Student Led Conference	Invitation and description of process sent home prior to.	O:\Reports\Proformas\SLC docs copied from staffshare requiring reviewing			✓	
School entry assessment maths and literacy	ELC in Term 4 of year prior to school entry.	O:\Reports\Proformas\ELC pro formas				✓ ELC
Perceptual Motor Programme	ELC children only.	O:\Reports\Proformas\ELC pro formas			✓	
Resource Centre						✓
Learning support				✓		✓
In-house assessments	Not formally reported to parents.					
First Steps writing	R – 2	O:\Assessments\First Steps Writing		✓		✓
NAPLAN writing rubric	3 – 7 Conducted in Week 7 and 8 of Term 4.					✓
PAT maths	R - 7 Conducted in Week 7 and 8 of Term 4. Excel data template in O:\Assessments\PAT Results.	O:\Assessments\PAT Results				✓
PAT maths, comprehension, vocab and spelling	2 - 7 Conducted in Week 7 and 8 of Term 4. Excel data template in O:\Assessments\PAT Results.	O:\Assessments\PAT Results				✓
Reading Recovery reading levels	Taken 2 – 3 times each term by teachers using leveled readers. Ongoing until students are reading beyond leveled readers.	O:\Assessments\Reading levels R-2	✓	✓	✓	✓
Learning support Mainsails reading levels and comprehension	R – 7 as required			✓		✓

STUDENT REPORT FOLDER – INFORMATION FOR PARENTS of STUDENTS IN YEARS 1 - 7

This Report Folder is one method that St Peters Lutheran School uses to inform parents and caregivers of student progress.

The contents of this folder are designed to assist you and your child reflect on learning experiences, progress and achievements in a meaningful and purposeful way.

This Folder will be sent home at the end of terms 1, 2 and 4. At the end of Term 1 interviews are scheduled for each family, but interviews are available upon request at any time during the year. At the end of Term 3 we will be conducting conferences, where the students play a much more prominent role.

Reporting Schedule for students in years 1 – 7.

Each Key Learning Area will be reported on according to the following schedule

Each Term

- English/Literacy, Routine English Activities, Mathematics and Christian Studies, (which may be separate or included in Units of Inquiry)
- Units of Inquiry (incorporating Key Learning Areas relevant to the inquiry eg. Science, Studies of Society and the Environment, Health, Technology, The Arts)
- Student self assessments against set goals, attitudes and of themselves as learners
- Teacher comments on the student as a learner

Physical Education and Indonesian will be reported on once per semester.

In Term 1 a summary report not including unit reports and task samples will be provided in the following format.

Area of study	Outstanding Achievement	High Achievement	Good Achievement	Some Achievement	Limited Achievement
Christian Studies					
-					

In Terms 2 and 4 the report will include unit reports and task samples. Rubrics may be included in Term 1, 2 and 4 reports.

Unit Reports

Examples of units of work taught are reported through the **Unit Report** format.

A unit of work is a series of learning experiences devised to assist students construct knowledge and understanding. These experiences are planned with reference to curriculum frameworks for each Key Learning Area. The duration of a unit of work may vary from 2 weeks to 10 weeks depending on the scope of the work to be covered. Transdisciplinary units from the school's programme of inquiry enable students to be working in more than one key learning area when exploring a particular topic. For example, a unit of work focusing on ancient civilizations may incorporate The Arts, English and Social Studies.

Indicators of Student Learning are listed within the Unit Report and are devised by the teacher using curriculum guidelines. These indicators are used to make judgments about the students' **levels of achievement**.

Levels of Achievement

<i>Achievement Level</i>	<i>Explanation</i>
Outstanding Achievement	Your child has achieved well beyond what is expected
High Achievement	Your child has achieved beyond what is expected
Good Achievement	Your child has achieved what is expected
Some Achievement	Your child is working towards what is expected
Limited Achievement	Your child has made limited progress

Using **levels of achievement** is a requirement of the Commonwealth Government, and is not an expectation for students in Reception.

Please note that **most** students working at their year level will find that their level of achievement should be **GOOD** as this indicates that the student **has acquired concepts and skills appropriate to his/her year level**.

Task Sample

Accompanying each Unit Report there will be one or more examples of tasks completed during the unit, which have been selected by the student or the teacher. These may be examples of a number of tasks completed and are not necessarily assessment tasks. The task sample is a "snapshot" that gives an indication of the type of learning experiences offered during the unit. It is included to enable students to share something of what they are learning at school.

Rubrics

Rubrics focus on and define quality performance and require measurable criteria. They take the form of a continuum of developmental achievement, generally set out in a table, across a range of levels ranging from an elementary level for the year level to an exemplary level. The student's level of achievement is indicated in bold type.

Parent Involvement

The value of this Report Folder will be greatly enhanced if you take time with your child to read and talk about its contents each time it is sent home. Celebration of achievement and mutual goal setting is encouraged. Please feel free to record any positive comments to your child by writing directly on the task samples or including your own sheet of paper.

During the conference at the end of Term 3 the student, parent and teacher have the opportunity to discuss the student's strengths, identify some things to work on and set goals for the fourth term. More information about these conferences will be provided during Term 3.

Your participation in your child's learning through active communication and cooperation with teachers is encouraged. Teachers are available, by appointment, when you wish to discuss your child's learning needs or their reports.

M. Rathjen

Principal.

March 2014.

STUDENT REPORT FOLDER – INFORMATION FOR PARENTS OF RECEPTION STUDENTS

This Report Folder is one method that St Peters Lutheran School uses to inform parents and caregivers of student progress.

The contents of this folder are designed to assist you and your child reflect on learning experiences, progress and achievements in a meaningful and purposeful way.

This Folder will be sent home at the end of terms 1, 2 and 4. At the end of Term 1 interviews are scheduled for each family, but interviews are available upon request at any time during the year. At the end of Term 3 we will be conducting conferences, where the students play a much more prominent role.

Reporting Schedule for students in Reception

Each Key Learning Area will be reported on according to the following schedule

Each Term

- English/Literacy, Mathematics/Numeracy and Christian Studies, (which may be separate or included in Units of Inquiry)
- Units of Inquiry (incorporating Key Learning Areas relevant to the inquiry eg. Science, Studies of Society and the Environment, Health, Technology, The Arts)
- Student self assessments of themselves as learners
- Teacher comments on the student as a learner
- Student self-Assessment on attitudes (12 over the year)

Physical Education and Indonesian will be reported on once per semester.

In Term 1 a summary report will be provided in the following format. Also included will be a separate report on Beginning Reading and Writing (English/Literacy) and Beginning Numeracy (Mathematics/Numeracy).

Area of study	Working towards year level	Working at year level	Working beyond year level
Christian Studies			
-			

In Terms 2 and 4 the report will include unit reports and task samples. Rubrics may be included in Term 1, 2 and 4 reports.

Unit Reports

Examples of units of work taught are reported through the **Unit Report** format.

A unit of work is a series of learning experiences devised to assist students construct knowledge and understanding. These experiences are planned with reference to curriculum frameworks for each Key Learning Area. The duration of a unit of work may vary from 2 weeks to 10 weeks depending on the scope of the work to be covered. Transdisciplinary units from the PYP Program of Inquiry enable students to be working in more than one key learning area when exploring a particular topic. For example, a unit of work focusing on 'Myths and Legends' may incorporate The Arts, English and Studies of Society and the Environment.

Indicators of Student Learning are listed within the Unit Report and are devised by the teacher using curriculum guidelines. These indicators are used to make judgments about the students' **levels of achievement**.

Levels of Achievement

Using five **levels of achievement** is a requirement of the Commonwealth Government, but is not an expectation for students in Reception.

Please note that **most** students will be working at their year level.

Task Sample

Accompanying each Unit Report there will be one or more examples of tasks completed during the unit, which have been selected by the student or the teacher. These may be examples of a number of tasks completed and are not necessarily assessment tasks. The task sample is a "snapshot" that gives an indication of the type of learning experiences offered during the unit. It is included to enable students to share something of what they are learning at school.

Rubrics

Rubrics focus on and define quality performance and require measurable criteria. They take the form of a continuum of developmental achievement, generally set out in a table, across a range of levels ranging from an elementary level for the year level to an exemplary level. The student's level of achievement is indicated in **bold** type.

Parent Involvement

The value of this Report Folder will be greatly enhanced if you take time with your child to read and talk about its contents each time it is sent home. Celebration of achievement and mutual goal setting is encouraged. Please feel free to record any positive comments to your child by writing directly on the task samples or including your own sheet of paper.

During the conference at the end of Term 3 the student, parent and teacher have the opportunity to discuss the student's strengths, identify some things to work on and set goals for the fourth term. More information about these conferences will be provided during Term 3.

Your participation in your child's learning through active communication and cooperation with teachers is encouraged. Teachers are available, by appointment, when you wish to discuss your child's learning needs or their reports.

M. Rathjen
Principal
March 2014

Parent/ Teacher conference

Parent/Teacher conferences aim to inform parents of their child's progress and provide another opportunity for parents to meet with class teachers. These are held during Term 1 (compulsory) and Terms 2, 3 and 4 (negotiated). Parents are given 15 minutes for each conference. The conferences are held between 3.30pm and 8.00pm.

The Conference begins before the parents arrive.

Arranging the Conference

Reflective questions for teachers:

- Has the purpose of the conference been made clear to parents?
- Are parents aware of the length of time for the conference or the process to be followed if they need more time?

Organisational Arrangements

- Has sufficient time been allowed – this may vary from parent to parent?
- Has time been allowed for teacher reflection – making summary statements, mental preparation for the next conference?
- Does the setting provide privacy and freedom from interruption?

The Conference begins before parents or teachers speak.

- The setting will convey a message to parents of the relationship they may expect – teacher behind a desk may imply distance and reliance upon authority; too close may feel like an invasion of personal space.
- Teacher's availability, freedom to listen and attend fully implies the meeting is important.
- Non-verbal clues operate in both directions – eye contact, body language including facial expression and posture and dress all convey messages.
- The words exchanged during a conference may be forgotten but the mood of the meeting will linger on. It will decide the subsequent attitude and actions of the parents.

The following reflective questions can be used to evaluate the conference:

- Were the parents helped to feel at ease?
- Were the parents accepted as persons of value?
- Was the student described as a unique human being created in the image of God?
- Did the teacher present a balanced picture of the student's strengths and weaknesses, ending on a constructive note?
- Were the parents and teacher really listening to each other?
- Did the teacher obtain useful information about the student's world?
- Was a constructive and cooperative working relationship, which unites the two areas of the student's life, established with parents?

The Reporting Conference

Assumptions:

- Parents have a RIGHT to information about the development of their child.
- Teachers have a DUTY to inform parents about their child's development.
- Teachers should seek to involve parents in desirable forms of cooperative action to benefit the student.

The underlying aim of any parent/teacher conference is to establish an effective working relationship based on mutual trust, respect, honesty and caring, and to develop the idea that both teachers and parents have a common goal.

Information which might be shared with parents during a Conference include:

- The student as a learner
- The student's relationship with others
- The student's personal strengths
- The student's specific development and level of academic achievement
- Sharing samples of the student's work to illustrate specific points
- The student's personal challenges
- Details of the teacher's plans to support the student's efforts to meet those challenges
- Ways parents can support the student and teacher.

It is important that teachers:

- Communicate accurately and honestly
- Are aware of using language that is meaningful to parents – not using educational jargon
- Teachers should avoid using labels when describing students character or personality
- Provide opportunities for parents to contribute their perspective of their child's development
- Stick to scheduled times – firmly but politely
- Plan a further meeting if necessary.

Some points for Parent-Teacher Conferences

- 1. Be prepared**
 - Have listed the things you want to discuss
 - Have relevant items at your fingertips so you can share them with parents.
- 2. Be relaxed**
 - Try to make the conference as informal as possible
 - Some small talk is important
- 3. Be positive**
 - Accentuate the good things about the student
 - When discussing each student's challenges, always talk positively about the way school and home can work together to help overcome them.
- 4. Be a listener**
 - Don't do all the talking
 - Ask leading questions to involve parents eg. "How do you think your child is going with reading?" "What do you think we can do?"
 - Remember that parents know lots about their own children and that information can be useful to teachers.
- 5. Be honest**
 - Parents have the right to know the truth
 - Tell it how it is, but do it kindly, always remembering that each of the students you teach is a special creation of God's.
- 6. Finish on Time and on a cheerful and positive note**
- 7. Share any concerns you have following the Conference with the Principal.**

Reporting Timetable**2015****Term 1**

Week 2	Monday	Classroom Orientation Evening
Week 8	Friday	Completed Report Folders to Principal
Week 9	Friday	Report Folders go home
Week 10	Tues/Wed	Compulsory Parent/Teacher Conference

Term 2

Week 8	Friday	Report Folders to Principal
Week 9	Friday	Report Folder & Conference Request form sent home
Week 10	Tuesday	Optional Conference

N.B. If parents request a conference - request information about the specific issues to be discussed.

Term 3

Week 8	Friday	Report Folders to Principal
Week 9	Friday	Report Folder goes home & NAPLAN interviews scheduled
Week 10	Thursday pm & Friday am	Student Led Conferences & NAPLAN reports handed to parents

Term 4

Week 8	Friday	Report Folders to Principal
Week 9	Friday	Report Folder and Conference Request form sent home
Week 10	Monday	Optional Conference

Report Schedule for Checking by Principal

REPORTS – Term 1 Schedule for Checking by Principal. (assuming a 10 week term)

Teachers will need to plan well in advance to meet these deadlines

*Proforma of **Pre-Interview Summary** can be found on "O" Drive under Reports.*

Due to Principal	What	Comments	
<p>Before the end of Week 6 Proformas to be stored in O:\Reports\2010\year level\Term 1\Room 7\Report Proformas (example only) and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>It is expected that teachers will have proof-read them before they are forwarded to Principal</u></p>	<p>Pre-Interview Summary and all other report forms, for units of work completed in Term 1</p>	<p>Principal to check <u>before</u> the individual Teacher's/students' Comments are added. These will be checked and signed electronically by Principal</p>	<p>An email will be sent to teachers, asap to say they have been checked</p>
<p>By the end of Week 7 Individual student forms to be stored in O drive in an appropriate folder and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>Please ensure that these have been proof-read before they come to Principal</u></p>	<p>All completed sheets filled in for each student.</p>	<p>Principal to check <u>before</u> being printed onto blue paper</p>	<p>An email will be sent to teachers to say they have been checked asap.</p>
<p>By the end of Week 8</p>	<p><u>Completed</u> reports ready to go home including form for parents to list any questions they might want answered during the interview</p>	<p>These will be checked again by Principal. <i>NB. Report pages from teachers other than class teacher need to be in to the class teacher by Wednesday so they can be included in the completed report.</i></p>	
<p>At the end of Week 9</p>	<p>Completed Reports are sent home.</p>		

T:\adminstaff\Assessment & Reporting\Reports Checking Timetable Terms 1- 4.doc

REPORTS – Term 2 Schedule for Checking by Principal. (assuming a 10 week term)

Teachers will need to plan well in advance to meet these deadlines

*Proforma of **Overall Achievement Against Year Level** can be found on “O” Drive under Reports*

Due to Principal	What	Comments	
<p>Before the end of Week 6 Proformas to be stored in O drive and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>It is expected that teachers will have proof-read them before they are forwarded to Principal</u></p>	<p>Overall Achievement against Year level for Semester 1 and all other Report Sheets for units of work completed in Term 2</p>	<p>Principal to check <u>before</u> the individual Teacher’s/students’ Comments are added. These will be checked and signed electronically by Principal</p>	<p>An email will be sent to teachers, to say they have been checked asap</p>
<p>By the end of Week 7 Individual student forms to be stored in O drive and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>Please ensure that these have been proof-read before they come to Principal</u></p>	<p>All completed sheets filled in for each student.</p>	<p>Principal to check <u>before</u> being printed onto blue paper</p>	<p>An email will be sent to teachers to say they have been checked asap.</p>
<p>By the end of Week 8</p>	<p><u>Completed</u> reports ready to go home including Required/Not Required Forms</p>	<p>These will be checked again by Principal. <i>NB. Report pages from teachers other than class teacher need to be in to the class teacher by Wednesday so they can be included in the completed report.</i></p>	
<p>At the end of Week 9</p>	<p>Completed Reports are sent home.</p>		

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REPORTS – Term 3 Schedule for Checking by Principal. (assuming a 10 week term)

Teachers will need to plan well in advance to meet these deadlines

Proforma of Skills and Self-Assessment can be found in "O" drive under Reports Skills T3

Due to Principal	What	Comments	
<p>Before the end of Week 6 Proformas to be stored in O drive and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>It is expected that teachers will have proof-read them before they are forwarded to Principal</u></p>	<p>Skills and Self-Assessment and all other report forms for units of work completed in Term 3</p>	<p>Principal to check <u>before</u> the individual Teacher's/students' Comments are added. These will be checked and signed electronically by Principal</p>	<p>An email will be sent to teachers, to say they have been checked asap</p>
<p>By the end of Week 7 Individual student forms to be stored in O drive and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>Please ensure that these have been proof-read before they come to Principal</u></p>	<p>All completed sheets filled in for each student.</p>	<p>Principal to check <u>before</u> being printed onto blue paper</p>	<p>An email will be sent to teachers to say they have been checked asap.</p>
<p>By the end of Week 8</p>	<p><u>Completed</u> reports ready to go home including form for parents to list any questions they might want answered during the interview</p>	<p>These will be checked again by Principal. <i>NB. Report pages from teachers other than class teacher need to be in to the class teacher by Wednesday so they can be included in the completed report.</i></p>	
<p>At the end of Week 9</p>	<p>Completed Reports are sent home.</p>		

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REPORTS – Term 4 Schedule for Checking by Principal. (assuming a 10 week term)

Teachers will need to plan well in advance to meet these deadlines

*Proforma for **Overall Achievement against Year Level** can be found in “O” Drive under Reports.*

Due to Principal	What	Comments	
<p>Before the end of Week 6 Proformas to be stored in O drive Staffresources and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>It is expected that teachers will have proof-read them before they are forwarded to Principal</u></p>	<p>Overall Achievement against Year Level and all other Report Sheets for units of work completed in Term 4</p>	<p>Principal to check <u>before</u> the individual Teacher’s/students’ Comments are added. These will be checked and signed electronically by Principal</p>	<p>An email will be sent to teachers, to say they have been checked asap</p>
<p>By the end of Week 7 Individual Student forms to be stored in O drive Staffresources and a message sent via email, so that any corrections can be done <i>on-the-spot</i>. <u>Please ensure that these have been proof-read before they come to Principal</u></p>	<p>All completed sheets filled in for each student.</p>	<p>Principal to check <u>before</u> being printed onto blue paper</p>	<p>An email will be sent to teachers to say they have been checked asap.</p>
<p>By the end of Week 8</p>	<p><u>Completed</u> reports ready to go home including Required/Not Required Forms</p>	<p>These will be checked again byPrincipal. <i>NB. Report pages from teachers other than class teacher need to be in to the class teacher by Wednesday so they can be included in the completed report.</i></p>	
<p>At the end of Week 9</p>	<p>Completed Reports are sent home.</p>		

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STUDENT LED CONFERENCES

Student Led Conferences will be conducted in Week 10. of term 3

The following timeline is helpful .

Week 5: Draft letter from classroom teacher to parents including apology and timetable to Principal.

Week 6: Letter goes home and teachers begin talking to students about their role.

Week 7: Begin organizing format

Week 8: Begin role plays so that students can practice. Draft expectations with students. Students send home invitations.

Week 9: Send home roles of each of the participants. Ie. Teacher, Parent, Student. Send home questions parents might ask. Continue role plays

Week 10: Send home completed timetable. Collate work to be shared. Set up work stations.

The following provocations will inform teachers' planning

- 1. How will you structure your conferences to ensure that they meet the aims of Student Led conferences?**
- 2. What will the students do in the Conference, what will all the parents do and what will the teacher do?**
- 3. How will you prepare your students?**
- 4. How will you support the parents?**
- 5. What information will you send home to parents before the conference?**
- 7. What do you think should be included in an Essential Agreement for St Peters teaching staff related to Student Led Conferences.**
- 8. Make a timeline to show how you will manage what you need to do before the event.**



St Peter's Lutheran School

STANDARDISED TEST SCHEDULE – 2010

Appendix 6

Curriculum Area	Process	Product	Responsibility	When	Where to be recorded
Reading	Main Sails	R-3 all students and 4-7 Reading Difficulties students on a class list	Learning Support Team	End of Semester 1 & 2	All results to be stored in Assessment folder on the staffresources drive, under 2010 and then Room No.
	Reading Recovery leveled texts	Levelled Class List	R-2 Class teachers	End of every term	
Writing	Product Analysis & Observation	Assessed writing samples using rubrics for the year level based on NAPLAN rubric	Yr 2-7 classroom teachers	Wk 5 Term 4	AND A hard copy to be put in the Principal's pigeon hole.
Writing	Product Analysis & Observation	First Steps Continuum	R-1 classroom teachers	Wk 5 Term 4	
Mathematics	PAT Maths	Test Scores on Class list in Year levels	All classroom teachers	Wk 5 Term 4	
Literacy – Comprehension, Vocabulary, Spelling	PAT Literacy	Test Scores on Class list in Year levels	Years 3-7 classroom teachers	Wk 5 Term 4	
Reading, Writing, Spelling Numeracy	NAPLAN	Test booklets	NAPLAN Coordinator & Year 3, 5, 7 classroom teachers	May	

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