

These notes and our reporting formats have been developed by the professional educators at Child Side with consultation and direction from Dr Marie Martin, an independent education consultation whom helps us navigate curriculum and government requirements which are in a state of great change and transition while the new Australian National Curriculum is phased in over a number of years. She has been working with us over number of years and helps us with an annual curriculum audit and preparing our Annual Curriculum Plan.

As a registered school we are obliged to meet certain requirements in order to remain registered. To assist us we send staff on professional learning opportunities whenever possible and available and use consultants from AISWA, use BPE (Big Picture Education) or contract independent support. We rely on parents to seek us out if they have any queries or would like to know more. We will continue to run annual parent workshops on the reporting frameworks which are works in progress and will evolve over time as the National curriculum does.

This document is current at June 2011.

Reporting to families:

1. Why are we reporting to parents?

- a. Focus on child as an individual
 - i. Know each child – sense of individuality
 - ii. How they approach their learning
 - iii. Competencies and capabilities
 - iv. Social/emotional
 - v. Achievement
 - vi. Progress
- b. Reflection/Validates what we do in both the short and long term
- c. Inform parents
- d. Up skill parents – what IS literacy, numeracy, etc. Help parents support child at home, one-on-one
- e. Legal requirement
 - i. In relation to peer group
 - ii. In relation to year level achievement standards
 - iii. Grades/achievement levels
 - iv. Across all subject areas

2. How do we report to/inform families?

- a. *Parent and educator involvement in individual morning work* – families able to participate in morning program and ask for help or more information should they require it. The educator in the morning is available as a ‘consultant’ should parents choose to utilise them, this would otherwise be unavailable to families if doing ‘homework.’ This is optional for parents, it is their choice whether they engage at this time or at home at their convenience to routinely provide their child one-on-one time to practice, revise, consolidate spelling, reading, maths. We provide ‘First Steps- Parents as Partners’ hand outs during the year. Educators engage with child and parent at PON (point of need) and on request.
- b. *Point of Need (PON) updates* – informal conversation with families about small issues, progress, ways families can provide continuity, a 2 way communication process
- c. *Learning team debriefs* – called by educators or parents to discuss concerns or areas of interest. Paves the way for accessing any specialist help if required for individuals.

- d. *Exhibitions and focused Learning Conversations* – criteria based presentations by children of their Big Ideas, which may involve hands on parent/child activity (age-appropriate). Provides children with another audience and includes children in the educational accountability process.
- e. *Learning logs* – weekly description of group learning, with photos and intentional teaching input and focus, purpose is to help families constructively engage with child in conversations about their work or to participate with them if they have been absent from school.
- f. *Written report*
 - i. Blurb (educator reflection about evidence of learning outcomes – BPE, EYLF, Capabilities) about the child as a learner (their chequered achievement, positive and realistic, using can do language, using specific examples not just generalities)
 - 1. Sense of individuality
 - 2. How they approach their learning
 - 3. Competencies and capabilities
 - 4. Social/emotional
 - 5. Attitude
 - ii. Subjects studied (footnote to say what a big idea, skills builder, learning conversation is)
 - 1. Big ideas– description of this term’s unit (general for all learners), individual rubric including all relevant subject areas (peer performance using Australian Curriculum Scope and Sequence)
 - 2. Skill builder – literacy, numeracy, physical education, cooperative learning (individual can do statements, identification of areas for support, comment)
 - 3. Learning conversations – LOTE, art, music (general statement for all learners as demonstrated at Child Side School, comment if necessary)
 - 4. Grades/achievement levels – subject specific based on evidence above, noting that grades/achievement levels are connected to age (i.e. what is reasonable to expect of a 7 year old is a ‘C’-or at Child Side an E for ‘expected’- for the 7 year old, not for the 10 year old or for the 5 year old)
 - a. Well above expectations – two or more years above what most children of this age group are able to do, according to the Australian Curriculum Scope and Sequences
 - b. Above expectations – one year above what most children of this age group are able to do, according to the Australian Curriculum Scope and Sequences
 - c. Expected – what most children are able to do at their age, according to the Australian Curriculum Scope and Sequences (Government schools=C).
 - d. Below expectations – one year below what most children of this age group are able to do, according to the Australian Curriculum Scope and Sequences

- e. Well below expectations - two or more years below what most children of this age group are able to do, according to the Australian Curriculum Scope and Sequences
5. Final comment – what we are doing to support the child’s development
- g. *Home portfolios* – family responsibility to collect evidence to showcase their child’s “at home and out of school” passions, commitments, achievements (e.g. sport, music, language, drama, cooking). School Reports can only indicate what is demonstrated at school even though we know that many of our children are engaging at a high level over a number of years in particular areas out of school. At school we are unable to offer opportunities for children to show us their skill level and passions such as in a second language, speed skating, acrobatics, football, cricket, drama, swimming or musical accomplishments and even travel experiences. However these are just as valid and as important to children and families and we encourage parents to document, collect and celebrate these as ‘guardians’ of their children’s life experiences.