

Seaford K-7 School Reporting to Parents Information

WRITTEN REPORTS and THREE WAY CONFERENCES

Teachers at Seaford K-7 School provide written semester reports twice a year, in June and December. Reports to families describe the student's achievement of the learning outcomes expected for the reporting period.

Your child's teacher will reflect on the assessment collection they have for your child, and then consider the QUALITY OF LEARNING your child has demonstrated. This will be considered in terms of skills, knowledge, understanding and application of these in a range of contexts. They will describe your child's achievement as minimal, partial, satisfactory, good or excellent.

Your child is demonstrating Excellent Achievement of what is expected at this year level	A
Your child is demonstrating Good Achievement of what is expected at this year level	B
Your child is demonstrating Satisfactory Achievement of what is expected at this year level	C
Your child is demonstrating Partial Achievement of what is expected at this year level	D
Your child is demonstrating Minimal Achievement of what is expected at this year level	E

The mid-year report will reflect the degree to which the student has met the achievement standard, taking into account what has been expected to that point in the year.

The end-of-year report will indicate the 'on balance' standard of achievement from work assessed across the whole year.

For further information visit <https://www.australiancurriculum.edu.au/>

Reception Students: The first written report for Reception students is based on your child's experiences in starting school. Their second written report will provide information about the different subject areas and their level of achievement.

Effort

In addition to these achievement levels, Seaford K-7 school reports have an **Effort** level for each area of learning.

EFFORT *Excellent Satisfactory Minimal*

When discussing your child's school report, this indicator of effort should be considered along with the achievement level. We believe it is important that parents/carers give weight to the effort. Generally there will be a close connection between the achievement and the effort.

Approaches to Learning

Reporting on student behaviours and attitudes is a key feature when reporting to parents. As 'You Can Do It' Education is a whole school program which focuses on student wellbeing, the behaviour and attitude statements align with the 5 Keys to Success: Confidence, Persistence, Organisation, Getting Along and Resilience.

In Reception, students are learning about these capabilities. The words **Emerging - Consolidating - Established** are used as a scale **to reflect Achievement**.

In Year 1 to Year 7, students are expected to have acquired these capabilities and be using them in their learning and social problem solving at school. The words **Occasionally – Often – Consistently** are used as a scale **to reflect Frequency**.

'Occasionally' describes a frequency of behaviour below 50%

'Often' describes a frequency of behaviour about 50 - 75%

'Consistently' describes a frequency of behaviour above 75%

Reporting for Students with Disability

Students with disability have a Negotiated Education Plan (NEP) that documents their agreed reporting arrangements. Some students with disability will be assessed against the achievement standards of the year level in which they are placed due to the accommodations that have been negotiated. For some students with disability, in identified learning areas, teachers will report on learning using curriculum from a year level other than that in which the student is placed. The relevant achievement standard will be noted in the report. For other students with disability, teachers will report on individually negotiated learning goals.

Areas of Learning

Seaford K-7 School uses the **Australian Curriculum** to assess, plan and teach English, Mathematics, Science, HASS, Health and Physical Education, Technologies, The Arts and Languages Other Than English: Japanese. Accordingly, your child's achievement in those learning areas is assessed and reported on against the relevant Australian Curriculum achievement standards.

ENGLISH aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose; appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue; understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning; develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

MATHEMATICS aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens, develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability* and recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

SCIENCE aims to ensure that students develop: an interest in science; an understanding of the nature of living things and of scientific inquiry and the ability to use a range of scientific inquiry methods; an ability to communicate scientific understanding and findings and an ability to solve problems and make informed, evidence-based decisions; an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science and a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences.

HASS (Humanities and Social Sciences) – HISTORY; GEOGRAPHY

HISTORY inquiries into the past and develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

GEOGRAPHY explores, analyses and develops understanding of the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

CIVICS and CITIZENSHIP (Year 7) aims to ensure students develop a lifelong sense of belonging to and engagement with civic life as an active and informed citizen. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

ECONOMICS and BUSINESS (Year 7) aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future. It develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it.

Languages Other Than English (Japanese) aims to develop the knowledge; understanding and skills to ensure students communicate in the target language, understand culture and develop an intercultural capability in communication.

HEALTH and PHYSICAL EDUCATION aims to teach students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships.

THE ARTS include the strands of Dance, Drama, Media Arts, Music and Visual Arts and each involves different approaches to arts practices and critical and creative thinking that reflect distinct knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

TECHNOLOGIES are learnt through the strands of: design and technologies and digital technologies. Students use thinking and technologies to generate and produce designed solutions and use computational thinking and information systems to define, design and implement digital solutions.

Three Way Conferences

Three Way Conferences provide a forum for students, parents/carers and teachers, to acknowledge student progress and achievement. It involves students explaining their learning achievements as well as areas for further improvement.

Some of the benefits of Three Way Conferences are outlined in the table below.

Parents/Carers	<ul style="list-style-type: none">• Increases their understanding of learning and assessment• Allows them to participate in the reporting process rather than merely respond to it
Students	<ul style="list-style-type: none">• Enhances self-esteem by allowing them to share their learning opportunities in a positive way• Critically involves students in self-assessment and allows them to take responsibility for their own learning
Teachers	<ul style="list-style-type: none">• Allows for shared responsibility of student learning, assessment and reporting• Strengthens communication channels with parents/carers about students' learning and progress

- ✓ Conferences are scheduled for 15 minutes. Ensure that you are there at least 5 minutes early so you can have your full scheduled time with the teacher. Do not go over your time allocation as it will take time away from the next family.
- ✓ Sometimes families and teachers agree to meet again or talk on the phone to follow up their conversation. You or the teacher can suggest that another appointment would be useful.
- ✓ You may like to pass on your appreciation to the teachers for their work in relation to the preparation of Reports and Three Way Conferences. Our reporting process requires careful record keeping and achievement analysis leading up to the reports and conferences and additional out of hours work for all class teachers.

After the conference

Please discuss the conference with your child. Stress the positive things that were covered and be specific about concerns. Follow through any plans that were arranged.

Stay in touch with the teacher as it sends a positive message to your child.