

Rationale

As an Early Childhood School we recognise the importance of staff and parents working together to meet the developmental needs of our young children and to scaffold prior learning that children bring to the setting. All members of the school community need to be sensitive to the cultural, socio-economic and familial circumstances of each child and their family.

Meaningful and frequent interactions between the school and the family will promote these ideas.

This procedure supports the ACT Education Directorate [Reporting on Student Achievement and progress to students and parents](#) .

Assessment

Assessment is the process of observing, identifying, gathering, documenting and interpreting information about student learning. The purpose of assessment is to provide feedback to children, to indicate progress, to inform teaching practice and to determine what learning opportunities need to be presented. Ongoing assessment forms the basis for reporting student achievement to parents and school personnel.

Assessment is designed to:

- be continuous, productive and constructive
- be appropriate to and based on the learning experiences of the children
- cater for individuals, allowing for differences in learning styles
- Result in some action to improve student learning

Effective observation and assessment practices enable Early Childhood teachers to

- reflect on individual students during work and play
- study group interactions
- find out about children's strengths and interests
- identify areas of difficulties based on the understanding of children's growth and development.
- evaluate the effectiveness of strategies used in teaching and learning programs

Reporting

Reporting is the process of formally communicating information about individual student development, achievement and progress. It provides a basis for dialogue about student assessment, between the school and parents/caregivers.

Reporting processes and practices

- are a regular part of teaching and learning
- describe student achievement based on stated criteria and outcomes consistent with school practice
- indicate student strengths and areas of concern in a positive way
- provide clear comprehensive, meaningful and accurate information
- comprise of a range of methods and communication strategies

Throughout the year teachers gather information using a variety of assessment strategies, to enable them to accurately report a student's progress to parents/carers. It is the aim of teachers to make reporting meaningful and a reflection of individual student development across the school curriculum.

Semester 1	
Term 1	
Date	Action
Weeks 1 - 10	Ongoing collection of data
Week 2	Getting to Know You Interviews
Week 3 & 4	PIPS testing for Kindergarten students
Week 10	Social development and work habits report sent home (P-2)
	PIPS reports sent home (K)
Term 2	
Weeks 1- 10	Ongoing collection of data
Week 6	Parents of year 1&2 students have option to withdraw from A-E reporting
Week 9	Semester 1 written report sent home (P-2)
	A-E Report sent home (1-2)
Week 10	Option for interview sharing of work samples and portfolio

Semester 2	
Term 3	
Date	Action
Weeks 1- 10	Ongoing collection of data
Week 7, 8 or 9	Learning Journey
Term 4	
Weeks 1- 10	Ongoing collection of data
Week 2 & 3	PIPS testing for Kindergarten students
Week 6	Parents of year 1&2 students have option to withdraw from A-E reporting
Week 9	Semester 2 written report sent home (P-2)
	A-E Report sent home (1-2)
	PIPS reports sent home (K)

Term Overviews - In week 3 of each term, parents will receive an overview of the integrated unit of work to be undertaken that term.

Preschool Portfolio – Included in the portfolio will be samples of the child’s learning experiences and learning stories, photographs and annotated pieces of work documenting skill development.

K-2 Report - The written outcomes based report describes student learning achievements and reflects outcomes from the Australian Curriculum.

A-E Report - In ACT public schools the Australian Curriculum Achievement Standard is aligned with a ‘C’ grade. The ‘C’ grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

PIPS Report (Kindergarten) This report indicates your child’s achievement in the Performance Indicators in Primary School (PIPS) assessment program. The assessment of early literacy and numeracy skills in kindergarten students is conducted early in term one and early in term four.

Parent/Teacher Interviews. Parents or teachers may request an interview at any time during the year, when a concern or a need for more information arises. An interview may be conducted by phone or at school at mutually convenient times.