Assessment and reporting are an important nexus between the classroom teacher and the parents of students in their care. The tangible element of this process, 'the report' is a document which is not only expected by the community but is highly valued for the information which it contains and the opportunity it provides for valuable, focused dialogue between the stakeholders in the process - the teacher, student, and parent.

Underpinning the development of the following principles of assessment is the model of pedagogy presented in the *Quality teaching in NSW public schools: An assessment practice guide* (NSW Department of Education and Training June 2006). The model incorporates three dimensions of assessment practice that are linked to improved student learning outcomes: Intellectual Quality, Quality Learning Environment and Significance.

The process of assessment is fundamental to the development of class and school programs which are effective in meeting the needs of individual students. The formal reporting of students progress to parents is a crucial and expected means of communicating information regarding student achievement.

This policy deals with the purpose, the beliefs and implementation strategies of both assessment and reporting consecutively. It is based on *Principles of Assessment and Reporting in NSW Public Schools* (NSW Department of Education and Training August 2008) as well as previous documents written by the staff at Beverly Hills Public School.
Assessment Principles

At Beverly Hills Public School assessment is seen as the process of identifying, gathering, analysing and interpreting information in order to make judgements about students' learning and achievements in relation to syllabus outcomes.

The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

At Beverly Hills Public School the following assessment principles are followed;

1. Assessment should be relevant.
   Assessment needs to provide information about students' knowledge, skills and understanding of the learning outcomes specified in the NSW syllabus documents.

2. Assessment should be appropriate.
   Assessment needs to provide information about the particular kind of learning in which we are interested. This means that we need to use a variety of assessment methods because not all methods are capable of providing information about all kinds of learning. For example, some kinds of learning are best assessed by observing students; some by having students complete projects or make products and others by having students complete paper and pen tasks. Conclusions about student achievement in an area of learning are valid only when the assessment method we use is appropriate and measures what it is supposed to measure.

3. Assessment should be fair.
   Assessment needs to provide opportunities for every student to demonstrate what they know, understand and can do. Assessment must be based on a belief that all learners are on a path of development and that every learner is capable of making progress. Students bring a diversity of cultural knowledge, experience, language proficiency and background, and ability to the classroom. They should not be advantaged or disadvantaged by life experiences, abilities, or gender differences that are not relevant to the knowledge, skills and understandings that the assessment is intended to address. Students have the right to know what is assessed, how it is assessed and the worth of the assessment. Assessment will be fair or equitable only if it is free from bias or favouritism.

4. Assessment should be accurate.
   Assessment needs to provide evidence that accurately reflects an individual student’s knowledge, skills and understandings. That is, assessments need to be reliable or dependable in that they consistently measure a student’s knowledge, skills and understandings. (This means that we need to use a variety of assessment strategies to give students multiple opportunities to demonstrate their learning in a range of contexts and to make sure that the inferences we draw about a student’s level of attainment are not influenced by the choice of a specific assessment task). Assessment also needs to be objective so that if a second person assesses a student’s work, they will come to a similar conclusion as the first person. Assessment will be fair to all students if it is based on reliable, accurate and defensible measures.
5. **Assessment should provide useful information.**
The focus of assessment is to establish where students are on their learning continuum. This information can be used for a variety of purposes, but broken down into two basic elements;

- **Assessment of Learning**
  - Such as the awarding of grades

- **Assessment for Learning**
  - Work that feeds directly into the teaching and learning cycle

Assessment information that is useful for formative purposes needs to focus in part on the depth of a student’s understanding, not just on the accumulation of knowledge. That is, it needs to focus on a student’s conceptual understandings. Assessment tasks which focus on Intellectual Quality, including deep knowledge and understanding and higher order thinking, and which provide elements of Quality Learning Environment such as explicit criteria and high expectations, assist in informing ongoing teaching and learning. Assessment of this kind identifies strengths and weaknesses, and provides detailed diagnostic information about how students are thinking. The collection of evidence of this kind may require opportunities for students to explain in their own words or pictures their understandings of the material they are learning.

6. **Assessment should be integrated into the teaching and learning cycle.**
Assessment needs to be an ongoing, integral part of the teaching and learning cycle. It must allow teachers and students themselves to monitor learning. From the teacher perspective, it provides the evidence to guide the planning of the next steps in teaching and learning. From the student perspective, it provides the opportunity to reflect on and review progress, and can provide the motivation and direction for further learning.

7. **Assessment should draw on a wide range of evidence.**
Assessment needs to draw on a wide range of evidence. A complete picture of student achievement in an area of learning depends on evidence that is sampled from the full range of knowledge, skills and understanding that make up the area of learning. An assessment program that consistently addresses only some outcomes will provide incomplete feedback to the teacher and student, and can potentially distort the teaching and learning program.

8. **Assessment should be manageable.**
Assessment needs to be efficient, manageable and convenient. It needs to be incorporated easily into usual classroom activities and it needs to be capable of providing information that justifies the time spent. To ensure assessment is manageable teachers must use a range of informal and formal assessment strategies.
Assessment in Action
Teachers are responsible for:
• compiling the ongoing assessment program for the students in their care;
• selecting a wide range of assessment strategies which focus on syllabus outcomes and contribute to the learning and teaching process;
• involving students as active participants in reflecting on their learning
• using assessment information to inform the classroom program;
• maintaining assessment records for further reference; and
• encouraging students to choose work samples, when appropriate.

Assessment Folders
Each teacher is responsible for organizing and collecting data in their assessment folder. At the beginning of each year teachers will use class lists from server databases to make appropriate assessment lists for each KLA, including specific ones for reading and maths groups. Once inserted this then becomes a resource for collecting data throughout the semester.

The following assessment strategies may be used to make judgements on students:

- observation
- anecdotal records
- listing and questioning
- demonstrations
- self assessment
- pen and paper tests
- group reports
- student constructed tests
- interaction with peers
- running records
- assessment tasks
- work samples
- peer assessment
- practical tests
- conferences
- learning journals
- checklist
- performances
- physical tasks
- role play
- debates
- public speaking
- expert panel sessions

Anecdotal and intuitive information obtained by teacher observations is recognised and valued as an important contribution to an assessment profile.
**Reporting Principles**

The purpose of reporting to parents is to communicate formally, information about student achievement and progress gained during the assessment process and to make recommendations regarding future directions. The report should foster cooperation and encourage communication between the student, the teacher and parents concerning the student's learning.

The following Reporting Principles are followed at Beverly Hills Public School;

1. **Student Reports should meet specified requirements.**

Reports should meet specified Department guidelines; including A-E reporting, learning area reporting, reporting against state wide syllabus standards, written comments and requirements for ESL students and students for whom accommodations and or learning adjustments have been made.

2. **Student Reports should be easy to understand.**

Reports should be written in plain English. Teachers, like other professionals, have a specialised language for communicating among themselves about what children are learning and about the difficulties children are experiencing. Reports to parents need to use plain, everyday language.

3. **Student Reports should show what a student is now able to do.**

Reports need to summarise where a student is up to in his or her learning—the skills and understandings that are demonstrated at this point in time. Some schools may use marks, grades or numerical levels, but these are not sufficient. Reports need to contain objective information about what has been taught and about students' current levels of knowledge, skills and understandings, including areas for further development. Written comments may be particularly useful for this purpose.

4. **Student Reports should show students’ progress.**

Reports should reflect that at any given year level, children are at very different stages in their learning. Reports need to give an accurate picture of where each student is up to in his or her learning in a way that allows parents to monitor learning.

5. **Student Reports should show what is expected of students.**

Reports need to indicate the achievements expected of students at a particular year level. For example, a report for a Year 3 student could indicate how the student is performing in relation to stage based outcomes at this point in time.

6. **Student Reports should include social as well as academic information.**

Reports need to provide information about how students are progressing socially as well as academically. Schools not only develop children’s understandings of subject matter; they also develop personal skills such as working independently, dealing with frustration, and completing tasks with concentration. Schools teach children to respect the contributions of others, to learn from others, to cooperate in joint activities, and to live and work together, sometimes putting the needs of other children ahead of their own. Reports need to provide information about all aspects of development, not just academic development.
7. **Student Reports should be constructive.**
Reports need to provide information in a constructive manner with reference to actions likely to support further learning. Reports will not only show parents what their child is able to do and what progress they are making over time, but will also suggest practical ways in which parents might support their child’s further learning. Ideally, reports will form the basis for discussion between teachers, students and parents.

8. **Student Reports should be time efficient and manageable to prepare.**
Reports need to draw on the formal and informal evidence that has been collected routinely and recorded systematically as part of teachers’ ongoing classroom assessment practice.

**Reporting in Action**
Using these principles, teachers are responsible for compiling reports which:
- use a variety of assessment procedures;
- indicate which outcomes have been achieved by a student;
- state the strengths and needs of the student, including recommendations for future learning directions;
- use constructive language and avoid statements about the students which could by used to his or her detriment;
- use language which is clear, specific and appropriate;
- are compiled within the time frame developed each year.

Teachers also have a responsibility to file assessment samples which have been developed in the shared resources folders on the server for future reference.

**Reporting Strategies**
Reporting will include:

1. A **Parent Information Evening** conducted early in Term One and at other times if necessary. Refer to Appendix A.

2. A **student report** which will be sent home towards the end of Terms Two and Four. It will consist of Key Learning Area outcomes statements and grades for each KLA. For Kindergarten this will report on students ability in ten key areas for Maths and English, as well as a comment in other KLA’s. This report will be in the format from Easy School Reporting (ESR), refer to Appendix B. Kindergarten may also use the Best Start software to produce a report, refer to Appendix C.

Whenever information about student learning is to be written, a glossary of correct grammar usage should be referred to, see Appendix D.

At the beginning of the following year the new classroom teacher may utilize the report from the previous academic year. This is obtained as a PDF through the school server, **Staff Share: Staff Items: Assessing and Reporting: etc**

3. An **oral report (interview)** provided at least once during the year. The written report and any relevant work samples may provide a basis for these interviews. Parents collect their child’s report at the interview. Reports are not sent home in Term 2 (Term 3 for Kindergarten) unless the parent/s attend the interview.
4. **Interviews** requested by both teachers and parents at any time throughout the year.

5. Opportunities during **Education Week** and **Performing Arts Evening** for family, friends and community members to visit classrooms and participate in a variety of student performances and activities.

6. **Additional reports** from specialist teachers as required, for example Reading Recovery, ESL, Learning Support and the School Counsellor.

**Tracking Students Learning**

Assessment is the foundation of good teaching practice. Through assessment teachers gain knowledge about students’ skills and what they know and understand. This knowledge forms the basis of planning, in the form of a teaching and learning program that meets the learning needs of students.

Throughout the year assessment is a vital part of the teaching and learning cycle.

**Consistent Teacher Judgement**

In assessing students and making judgements about what has been learned and what still needs to be learned, teachers are actively engaged in comparing students to the learning outcomes documented in syllabus documents. It is important that there is consistency in the judgements that teachers make in order to effectively group students.

At Beverly Hills Public School the principles outlined in the **DET Consistency of Teacher Judgement Program** are used to ensure that stage assessment is as consistent as possible. The use of this process engages teachers in designing assessment tasks that are consistent with the syllabus outcomes and then analysing, discussing and comparing student responses.

**Retention of Assessment Information – School Level**

To ensure that vital information is not ‘lost’ from year to year a number of student assessment results are recorded throughout the year in the School Profile which is an Excel spreadsheet. This information is passed to the new class teacher at the beginning of the year.

The information from the School Profile and the assessment data from beginning of the year assessment tasks forms the basis of stage and class based groups that are designed to provide an appropriate level of work for students.
School Assessment Schedule

The following schedule outlines the common stage based assessment items for the school year. These are the basic items of assessment. Class teachers will be involved in other class based assessment such as observations, regular individual running records, weekly testing etc.

* Denotes items included on the School Profile spreadsheet.

### Kindergarten

Once the ‘Best Start’ program is implemented, it is anticipated the assessing and reporting policy will be modified.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>End Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During first 3 weeks:</strong></td>
<td><strong>Benchmark Kit above Level 5</strong></td>
<td><strong>All initial sounds and sight words</strong></td>
<td><strong>All Kindy tested on Benchmark or IPI and writing sample attached</strong></td>
</tr>
<tr>
<td>- Kindy Info Sheet (from parents)</td>
<td>- Spotty Boxes (IR) begins Week 1</td>
<td>- CTJ Maths</td>
<td>- FMS*</td>
</tr>
<tr>
<td>- Information from parent-teacher transition interviews</td>
<td>- Fitness – skipping and running*</td>
<td>- FMS</td>
<td>- Fitness – skipping and running*</td>
</tr>
<tr>
<td>- FMS</td>
<td>- TRT</td>
<td>- Specific assessment procedures provided</td>
<td>- TRT</td>
</tr>
<tr>
<td>- Concepts About Print (Week 6)</td>
<td>- Reading, Comprehension, Writing assessments for English Groups Week 8/9</td>
<td>- SENA – Week 4</td>
<td>- Summary sheet detailing level of achievement of Maths outcomes*</td>
</tr>
<tr>
<td>- SENA – Week 4</td>
<td>- SENA+ – Week 4</td>
<td>- SENA started and passed onto Stage 1.</td>
<td></td>
</tr>
</tbody>
</table>

For New Kindergarten Students

- Notes from Kindy orientation observations and collection of preschool information to be provided for following year.
### Stage 1

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>End Term 3</th>
<th>End Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SENA testing in Maths Groups – building on Kindergarten/Year 1</td>
<td>- Running record using Benchmark Kit or the Informal Prose Inventory*</td>
<td>- SENA retest – late Term 3 to influence Term 4 groups and programming</td>
<td>- Running record using Benchmark Kit or the Informal Prose Inventory*</td>
</tr>
<tr>
<td>assessment sheets - early</td>
<td>- CTJ Maths Assessment</td>
<td></td>
<td>- CTJ Maths Assessment Summary sheet detailing level of achievement of</td>
</tr>
<tr>
<td>- South Australia Spelling</td>
<td>- FMS*</td>
<td></td>
<td>Maths outcomes*</td>
</tr>
<tr>
<td>- Running Record and writing sample passed on from previous year.</td>
<td>- Fitness – skipping and running*</td>
<td></td>
<td>- FMS*</td>
</tr>
<tr>
<td>- TRT</td>
<td>- SENA retest – late Term 1 to influence Term 2 groups and programming</td>
<td></td>
<td>- Fitness – skipping and running*</td>
</tr>
<tr>
<td>- SENA retest – late Term 1 to influence Term 2 groups and programming</td>
<td></td>
<td></td>
<td>- TRT</td>
</tr>
<tr>
<td>- FMS</td>
<td></td>
<td></td>
<td>- SENA – papers ready to pass onto Year 2 and Year 3</td>
</tr>
</tbody>
</table>

### Stage 2

<table>
<thead>
<tr>
<th>Term 1</th>
<th>End Term 2</th>
<th>Term 3</th>
<th>End Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SENA testing in lower Maths Groups*</td>
<td>- NAPLAN</td>
<td>- SENA testing in lower Maths Groups*</td>
<td>- SENA testing in lower Maths Groups*</td>
</tr>
<tr>
<td>- South Australia Spelling</td>
<td></td>
<td>- ICAS English Competition*</td>
<td>- Running record using Benchmark Kit or the Informal Prose Inventory*</td>
</tr>
<tr>
<td>- Running Record and writing sample (Year 3 only) passed on from</td>
<td></td>
<td>- ICAS Maths Competition*</td>
<td>- CTJ Maths Assessment</td>
</tr>
<tr>
<td>previous year.</td>
<td></td>
<td>- ICAS Spelling Competition*</td>
<td>Summary sheet detailing level of achievement of Maths outcomes*</td>
</tr>
<tr>
<td>- NAPLAN Results, Years 4 only provided from previous year.</td>
<td></td>
<td>- Retest SENA</td>
<td>- FMS*</td>
</tr>
<tr>
<td>- ICAS English and Maths Competition, Years 4 only provided from</td>
<td></td>
<td></td>
<td>- Fitness – skipping and running*</td>
</tr>
<tr>
<td>previous year.</td>
<td></td>
<td></td>
<td>- TRT</td>
</tr>
<tr>
<td>- TRT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- NAPLAN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SENA 2 testing in lower Maths Groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Running record using Benchmark Kit or the Informal Prose Inventory*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CTJ Maths Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- FMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fitness – skipping and running*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- TRT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Stage 3

<table>
<thead>
<tr>
<th>Term 1</th>
<th>End Term 2</th>
<th>Term 3</th>
<th>End Term 4</th>
</tr>
</thead>
</table>
| - Maths – Stage based test  
- South Australia Spelling  
- Running Record passed on from previous year  
- NAPLAN Results, Year 6 only provided from previous year  
- ICAS English and Maths Competition provided from previous year  
- TRT  
- SENA 2 used in lower and support group, if appropriate | - NAPLAN*  
- Running record Informal Prose Inventory*  
- CTJ Maths Assessment  
- FMS*  
- Fitness – skipping and running*  
- TRT | - ICAS English Competition*  
- ICAS Maths Competition*  
- ICAS Spelling Competition* | - Running record using Informal Prose Inventory*  
- CTJ Maths Assessment Summary sheet detailing level of achievement of Maths outcomes*  
- FMS*  
- Fitness – skipping and running*  
- TRT |

### Code for Tracking Assessments

- **FMS**
  
  Fundamental Movement Skills  
  Kindergarten: jump, balance, skip, catch  
  Stage One to Three: jump, balance, skip, catch and dodge, strike, leap, sprint, throw, gallop and hop.  
  Techniques and criteria from “Get Skilled - Get Active.”

- **TRT**
  
  Technology Random Testing. Groups of 6 – 8 students randomly tested on scope and sequence technology skills. Stage results graphed and provided to teachers

- **BK**
  
  Benchmark Kit (K to 2 only some LD and NAP exceptions)  
  Folders kept in office.

- **IPI**
  
  Informal Prose Inventory (Years 3 to 6 only, some able stage one students exceptions)  
  Folders kept in print room.

- **CTJ**
  
  Consistent Teacher Judgement. Some assessments may involve a common paper to assess children across the grade or stage. Stages can set papers to gauge student’s understanding that is consistent with assessment principles listed in this document.

- **NAPLAN**
  
  National Assessment Program Literacy And Numeracy (Years 3 and 5)

- **ICAS Competitions**
  
  The University of NSW conduct a number of academic competitions. The school participates in the English, Mathematics and Spelling Competitions

- **SENA**
  
  Schedule for Early Number Assessment

- **Best Start**
  
  Best Start Assessment Program for Early Stage One and Stage One
Assessment of New Students
As new enrolments arrive in the school they need to be assessed in order to group for reading and maths. Consideration must be given to:

Initial testing in the form of a running record and maths assessment is undertaken by the classroom teacher. The classroom teacher will then discuss group placement with the team leader.

Following placement in a maths and reading group the group teacher will need to monitor the student to ensure the group placement is appropriate. If it is felt that the group is inappropriate then the team leader needs to be consulted so an appropriate placement can be arranged.
**School Reporting Schedule**

The following schedule should be followed to allow sufficient time for all key personnel to complete the reporting process. The time frame will be ratified with the executive staff at the beginning of the year. The time frame will clearly indicate date when student reports will be given to team leaders, the principal and when they will be sent home.

**Years One to Six**

**Term One and Three Schedule**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Report Organiser to;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Check with Principal and SAM key dates for report dates and absence dates</td>
</tr>
<tr>
<td></td>
<td>• Create ERN file of students and classes for Easy School Reporting uploading</td>
</tr>
<tr>
<td></td>
<td>• Create report criteria in conjunction with Easy School Reporting team</td>
</tr>
<tr>
<td></td>
<td>• Test reports for errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Report Organiser to;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Inform staff reports are online and ready for input</td>
</tr>
</tbody>
</table>

**Term Two and Four Schedule**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Report Organiser to;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Add any new students to Report that have arrived between creating report and end of Week 3</td>
</tr>
</tbody>
</table>

**Class Teachers;**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Class Teachers;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reports to Team Leader for online proofing and printing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Class Teachers;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Check printed copies and make necessary changes</td>
</tr>
<tr>
<td></td>
<td>• Send notes home to organise interviews (Term Two)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Class Teachers;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Inform Principal reports are ready for final approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Check reports online and print final copies</td>
</tr>
</tbody>
</table>

**Class Teachers**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Class Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Staple reports into Folder and add any extra pages including self evaluation and FMS data</td>
</tr>
</tbody>
</table>

| Week 9 | |
|--------| |
|        | • Interviews (Term 2) |
|        | • Reports Home (Term 4) |

| Week 10 | |
|---------| |
|         | • Reports archived |

*Note: This is for a ten week term, shorter or longer terms to be adjusted.*
## Revised Kindergarten Schedule

### Term One

| Week 1 | Principal to:  
|• Check permissions for staff members in AMU  
|• Send information about Best Start letters to parents  
|Best Start School Coordinator to:  
|• Set reporting periods online  
|• Ensure teachers have materials, recording sheets and resources |

| Week 2 | Principal to:  
|• Allocate time to support assessment  
|Class Teachers to:  
|• Assess, analyse and enter Best Start data online |

| Weeks 3 - 5 | Best Start School Coordinator to:  
|• Review and approve ‘Communications to Parents’  
|• Print ‘Communications to Parents’  
|Principal to:  
|• Set up final ‘Communication’ page with social and work habit information  
|Class Teachers to:  
|• Print Class Analysis Sheets and Early Learning Plans and discuss results at Stage Meetings  
|• Complete final page, with a comment if necessary, add absences and sign Communications |

| Week 5 | Assistant Principal to:  
|• Collate Communications and give to Principal to sign  
|• Send note to parents with Communication information and times for Interviews with teachers  
|Principal to:  
|• Sign Communications |

| Week 7 | Class Teachers to:  
|• Sign Communications and staple into Folders  
|• Meet with parents to discuss Communications |

### Term Two Schedule

| Weeks 1 - 3 | Class Teachers to:  
|• Continue to assess Best Start and begin assessing SENA  
|Best Start School Coordinator to:  
|• Set reporting periods online  
|• Ensure teachers have materials, recording sheets and resources  
|Principal to:  
|• Create final KLA comment page spreadsheet |

| Weeks 4 - 5 | Class Teachers to:  
|• Enter Best Start data online  
|• Print Class Analysis sheets and Early Learning Plans to guide programming  
|• Complete final KLA comment page, add absences and print and sign Communications |

| Week 6 | Assistant Principal to:  
|• Collate Communications and give to Principal to sign |

| Week 7 | Principal to:  
|• Sign Communications  
|Class Teachers to:  
|• Staple Communications into Folders and send home to parents |
Term Three Schedule

| Weeks 1 – 7 | Class Teachers to;  
| Week 6 |  
| | • Continue to assess all KLA’s following Assessment Schedule  
| | Report Organiser to;  
| | • Check with Principal and SAM key dates for report dates and absence dates  
| | • Create ERN file of students and classes for Easy School Reporting uploading  
| | • Create report criteria in conjunction with Easy School Reporting team  
| | • Add any new students to Report that have arrived since Term 2  
| | • Test reports for errors  
| Weeks 8 - 9 | Class Teachers to;  
| | • Begin to enter reporting information into reports online  
| | • Test students for FMS  
| | Assistant Principal to;  
| | • Create note for interview times in Term 4  

Term Four Schedule

| Week 1 | Class Teachers to;  
| | • Send notes home to organise interviews  
| | • Reports to Buddies for online proofing  
| | • Reports to Team Leader for online proofing and printing  
| | • Have students complete self evaluation pages  
| Week 2 | Class Teachers to;  
| | • Check printed copies and make necessary changes  
| | • Add absences into reports  
| | • Inform Principal reports are ready for final approval  
| | Principal  
| | • Check reports online and print final copies  
| | Class Teachers to;  
| | • Sign reports and staple into Folders and add extra pages including self evaluation and FMS data  
| Week 3 | Class Teachers to;  
| | • Conduct Parent/Teacher interviews with Easy School Reports  
| Week 4 | • Reports archived
Information Evening

Parent Information Evenings are designed to inform the community of the many programs, traditions and policies that apply to Beverly Hills Public School.

The Parent Information Evening note includes a tear off slip. Based on the number of returns, staff will make a decision regarding an appropriate venue for the size of the audience. The presentation is to be divided into clearly delineated sections. There is to be an opportunity for parents to ask questions at the end of each section.

For Stages 1 – 3 a handout will be developed that is in a common format, with common content that is relevant to all stages; and with content appropriate to the stage programs for the year. This handout will be made available ‘on request’ to parents who do not attend the parent information evening.

Student welfare should be given an emphasis, including detail about the use of Restorative Practice. At each venue, parents will be asked to sign a class roll to indicate attendance. The presentation should include a section relating to technology, including: stage technology programs, interactive whiteboards/tablets, the student portal; and the BHPS website.

Kindergarten will request parents to bring the handbook provided with the Kindergarten orientation and transition pack. During the presentation staff will refer parents to relevant sections of the booklet, thereby reinforcing the messages delivered during the transition process and providing parents with written materials for reference.

Assessment and reporting can be addressed briefly at parent information evening. However, as this is a complex issue, additional detailed sessions will be conducted towards the end of Term 2, just before parent-teacher interviews.
As well as incorporating the above ideas, areas covered in the evening include:

**Staff**
- Staff and Classes
- Specialist staff
- Staff Expectations

**Student Welfare**
- Student Welfare
- Behaviour expectations
- Supervision of students before and after school
- Respect and Responsibility
- Restorative Justice
- Peer Support / Child Protection

**Class Organisation**
- Class Timetables
- School Equipment
- Textbooks

**Curriculum**
- Integrated Units for the year
- Scope & Sequence for KLA’s
- Maths and Reading Groups
- Excursions

**Reading**
- Home Reading
- Personal Reading Challenge
- DEAR
- Library

**Technology**
- Desktops in classrooms
- Laptop Trolleys
- Interactive Whiteboards

**Sport**
- PSSA
- School Sport
- Fundamental Movement Skills

**Homework**
- Policy
- Permission
- Grids or format used

**External Issues**
- Scripture
- School Environmental Management Plan (SEMP)
- National Assessment Program (NAPLAN)
- University of NSW (ICAS)

**Assessing and Reporting**
- Role of Assessment, folder
- Reporting requirements and format (SBSR + Best Start)
- Opportunity Class (OC)
- Selective High

**Parent Information**
- Absences
- Contacting the school and staff
- Parent Helpers
- Canteen

Other information sessions which may be held during the year could deal with specific topics of particular interest to parents e.g. high school enrolment procedures, child protection, curriculum organisation etc.
**Stage 1 Parent Information Evening**

Dear Parents,

The 2010 Parent Information Evening will be held over four evenings. These evenings are designed to provide an opportunity for parents to:

- meet their child’s classroom teachers;
- gain an insight into the operation of the class and the school; and
- meet other parents.

Please check below for the details of the Information Evening. The stage team looks forward to meeting with you on this occasion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 17th February</td>
<td>7.00 pm</td>
<td><strong>Stage 1</strong> – Information sessions for all classes (1A, 1C, 1/2M, 2B and 2G) to be held in the Hall</td>
</tr>
</tbody>
</table>

Parent Information Evenings are not an appropriate time for parent interviews, or questions regarding individual progress. Such questions and individual detail should be discussed in a parent/teacher interview held at a later time. If you feel that you need a parent teacher interview please see your class teacher on this night to make an appointment. Such an interview will provide you with details about your child's progress in a confidential setting.

Parents are requested to make alternative arrangements for child care on this evening and **NOT** to bring children to the Information Evening.

Attending the Parent Information Evening is essential for all parents. Please come along and meet your child’s teacher and lay the foundation for good communication between school and home.

To best cater for the evening, please fill in the attached slip and return to Mr Borg as soon as possible.

Yours sincerely,

Matt Ackerman  
Principal (Rel.)  
4 August 2011

---

**Mr Borg,**

I am able to attend the Parent Information Session on Wednesday 17th February at 7.00pm

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class</th>
<th>Parent/Carer Signature</th>
</tr>
</thead>
</table>
Easy School Reporting (ESR) example

The following pages give an indication of ESR in 2009 for year K as well as Years 1-6.
Appendix B

Best Start example

The following pages give an indication of Best Start in 2009 for Kindergarten.
Glossary for Writing Reports

The following pages show the correct English usage for staff to use when writing report comments.

<table>
<thead>
<tr>
<th>Term</th>
<th>Correct Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Learning Area Names</td>
<td>Capital letters - English, Mathematics, Human Society and Its Environment etc</td>
</tr>
<tr>
<td>KLA Strand Names</td>
<td>Lower case - area, talking and listening, dance, drama, visual arts etc</td>
</tr>
<tr>
<td>24 hour or 12 hour</td>
<td>24 hour or 12 hour not 24hour or 12hour</td>
</tr>
<tr>
<td>analog</td>
<td>analogue</td>
</tr>
<tr>
<td>Area</td>
<td>area</td>
</tr>
<tr>
<td>BHPS</td>
<td>Beverly Hills Public School (BHPS)</td>
</tr>
<tr>
<td>CAPA</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>capitals</td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>BHPS Cross Country or school cross country or cross country</td>
</tr>
<tr>
<td>Dance</td>
<td>dance</td>
</tr>
<tr>
<td>Data</td>
<td>data</td>
</tr>
<tr>
<td>Division</td>
<td>division</td>
</tr>
<tr>
<td>Drama</td>
<td>drama</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language (ESL)</td>
</tr>
<tr>
<td>Extra Curricular Activity/ies</td>
<td>extra curricular activity/activities</td>
</tr>
<tr>
<td>fiction and nonfiction</td>
<td>lower case - fiction and/or nonfiction</td>
</tr>
<tr>
<td>Fitness</td>
<td>fitness</td>
</tr>
<tr>
<td>FMS or Fundamental Movement Skills</td>
<td>fundamental movement skills or the Get Skilled:Get Active Fundamental Movement Skills Program</td>
</tr>
<tr>
<td>fullstop*</td>
<td>full stop</td>
</tr>
<tr>
<td>Groups</td>
<td>mathematics group/s, reading group/s</td>
</tr>
<tr>
<td>hardworking*</td>
<td>hard working</td>
</tr>
<tr>
<td>Health</td>
<td>health</td>
</tr>
<tr>
<td>Home Reader/Home Reading</td>
<td>Bill would benefit from reading his home reader every night/doing his home reading etc</td>
</tr>
<tr>
<td>HSIE</td>
<td>Human Society and Its Environment (HSIE)</td>
</tr>
<tr>
<td>indepth*</td>
<td>in depth (adverb) in-depth (adjective)</td>
</tr>
<tr>
<td>Integrated Unit</td>
<td>integrated curriculum unit</td>
</tr>
<tr>
<td>Internet</td>
<td>Internet not internet</td>
</tr>
<tr>
<td>KidPix*</td>
<td>Kid Pix</td>
</tr>
<tr>
<td>KLA</td>
<td>Key Learning Area/s (KLA)</td>
</tr>
<tr>
<td>Mathematical</td>
<td>mathematical</td>
</tr>
<tr>
<td>Maths</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Measurement</td>
<td>measurement</td>
</tr>
<tr>
<td>Morning Fitness</td>
<td>Freda is a keen participant during morning fitness.</td>
</tr>
<tr>
<td>Multiplication</td>
<td>multiplication</td>
</tr>
<tr>
<td>Music</td>
<td>music</td>
</tr>
<tr>
<td>Newcombe Ball*</td>
<td>Newcombe Ball</td>
</tr>
<tr>
<td>Number</td>
<td>number</td>
</tr>
<tr>
<td>out loud*</td>
<td>aloud</td>
</tr>
<tr>
<td>Patterns and Algebra</td>
<td>patterns and algebra</td>
</tr>
<tr>
<td>PD, H, PE</td>
<td>Personal Development, Health and Physical Education (PD, H, PE)</td>
</tr>
</tbody>
</table>
PE
Personal Development
Personal Traits
Powerpoint Power Point*
processor*
PSSA
Public Education
Reading
Science and Technology
Semester
slideshow*
Social Skills
Space
Space and Geometry
Spatial Areas of
spatial*
Spelling
Sport
sports*
Space and Geometry
Spatial Areas of
Spelling
Sports*
Stage
Talking and Listening
Technology
Term
the Home Reading Program
timeframe*
Visual Arts
Volume
watch the punctuation*
Website Referencing - full address
Word Processing
Work Habits
Working Mathematically
Writing
Year

Diseases
does
does
understandings
our
writings
he/she
sharpening
American spelling - recognise (Australian) /recognize (American)
efforts
will/can in front of verb
Acronyms

Acronyms/abbreviation can be used on the second occurrence if the full version has been used with abbreviation shown in brackets.
E.g. Key Learning Area (KLA)
<table>
<thead>
<tr>
<th>Punctuation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>commas in last sentence</td>
<td>Well done, Fred</td>
<td></td>
</tr>
<tr>
<td>Commas instead of a full stop</td>
<td>Be careful!</td>
<td></td>
</tr>
<tr>
<td>Teachers Name</td>
<td>If a reading or mathematics comment is made by anyone other than the class teacher the name of the teacher should follow the comment</td>
<td></td>
</tr>
<tr>
<td>Support Teachers</td>
<td>(Mrs D'Ambra - Learning Assistance Program)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Miss Wood - Reading Recovery Teacher) or Relief Teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Mrs McLachlan - English as a Second Language Teacher or ESL Teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Ms Mapleson - English as a Second Language Teacher or ESL Teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Format - end the comment with a full stop and then teachers name - like this - He should be very proud of his efforts this term. (Mrs McLachlan)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Names (Mr White) - space before bracket</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>Check the flow of language if two teachers are involved in a comment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e.g. English - class and reading group teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Comment should flow talking and listening, reading and then writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practise and practice - Rob says use the word 'revision'</td>
<td></td>
</tr>
<tr>
<td>Spaces</td>
<td>one space after a , . ! ? Etc</td>
<td></td>
</tr>
<tr>
<td>Tense</td>
<td>Always present tense, unless you are referring to a specific past event. A big problem when group and classroom teachers use different tense. If in doubt see Robyn.</td>
<td></td>
</tr>
</tbody>
</table>