Student Reporting at Torquay Coast Primary School

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Starting Right Interviews

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At Torquay Coast Primary School, we are committed to providing regular, up-to-date and meaningful feedback about student learning progress.

The following information provides an overview of the TCPS reporting and feedback process to ensure families are involved in the learning and development of their children.

STARTING RIGHT INTERVIEWS

As part of our **Starting Right** program at TCPS, parents are invited to attend a one-on-one session with their child's teacher at the beginning of the year.

- Starting Right Parent/Teacher Information Sharing Sessions will be held in week four of term one.
- Each teacher will have availabilities before and/or after school for the week.
- Bookings are made on COMPASS
- Your session with the teacher will run for up to 15 minutes.

The primary purpose of these sessions is for **parents to share information with the teacher.** These sessions at TCPS are designed to build on the positive relationship that exists between school and home, and to further strengthen the teacher/student relationship.

This **information sharing session** will provide an opportunity for you as parents to share information about your children which will assist teachers in getting to know your child better.

You are encouraged to bring along relevant **transcripts** you have (eg. previous school reports if your child is new to TCPS) for the teacher to view. This information will support teachers in gaining an extra insight into your child/children's academic background.

It is imperative to be punctual for your interview to ensure each teacher's schedule runs on time. The sessions will be held in the classroom spaces. Students are not required to attend.

Below are questions that you can use to prepare information for your Parent/Teacher Information Sharing Session.

- Are there any health or wellbeing issues your child has that should be known by us?
- What are your child's strengths and interests both inside and outside of school?
- What area of learning has your child struggled with in the past?
- Is there anything else you would like the teacher to know about your family/child that be helpful to support him/her this year?

LEARNING TASKS

Learning Tasks form the *LIVE REPORTING* component of the TCPS reporting program.

This process involves teachers providing parents and students with feedback based on *Learning Tasks* that are completed in the classroom throughout the term.

Teachers assess students based on specific criteria for each carefully planned Learning Task and provide written comments several times each term. Parents can log onto COMPASS at any time to read these comments as soon as they are published. Parents are also encouraged to *submit a feedback comment* based on their children's work on COMPASS in the 'Conversation' section of the Learning Task.

It is important to remember that a Learning Task is an indication of how a student is progressing in that particular area of the curriculum *at that time*. It is an up to date '*snapshot*' of learning. Students' learning develops, grows and evolves as time progresses.

The work the students produce during the Learning Tasks will be assessed as either:

- Progressing towards achieving the learning outcome.
- Proficient at the learning outcome.
- At an advanced level that exceeds the learning outcome.
Please note: Learning outcomes (the Proficient level) are expected to be achieved by the end of a school year.

Your child's level of learning on a Learning Task will be presented in a **Proficiency Scale** attached as a PDF. **See page five of this document for an example of what you can expect to see for each Learning Task.**

Teachers also provide a personalised written paragraph on COMPASS about your child's performance in the Learning Task.

During the school year, you will receive feedback on your child's Learning Tasks in key areas of the curriculum:

- Reading and Viewing
- Writing
- Mathematics

Instructions regarding how to access your child's Learning Task will be published on COMPASS each time there is feedback available.

SEMESTER REPORTS

At TCPS, *SEMESTER REPORTS* are provided to parents at the *end of term two* and the *end of term four*. These reports provide an overview of your child's progress for the whole semester of learning.

INFORMATION PROVIDED IN OUR SEMESTER REPORTS

'Indicators of learning' for curriculum areas assessed by the home group teacher.	Ratings for effort and behaviour completed by home group teacher.	A personalised comment written by the home group teacher.
An overview of each specialist subject area – Science, The Arts, Global Studies and P.E.	'Indicators of learning' are provided for Science (3-6), Visual Arts (Prep-6) and P.E (Prep -6)	A comment written by the student to reflect on their semester of learning.

We use the _Victorian Curriculum_ for assessment and reporting. All year levels must assess the following areas:

- Reading and Viewing
- Writing
- Speaking and Listening
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

> **SEMESTER REPORTS** and our regular **LEARNING TASK FEEDBACK COMMENTS** combine to provide you with information about your child's progress at school. Semester reports should be read alongside the learning task comments to give a clear picture of the learning achievements and development your child has made.

There are other curriculum areas that require assessment and reporting at different year levels. As students move through the year levels at school, there are more curriculum areas to cover. These include:

- Capabilities (Personal and Social, Creative and Critical Thinking, Intercultural, Ethical)
- Humanities (History, Geography, Civics and Citizenship, Economics and Business)
- Design and Technology
- Digital Technology

The Victorian Curriculum also features a five point rating scale in the semester reports. Your child's learning will be assessed using the following scale.

Well Above Level	18 months (or more) ahead of expected level
Above Level	6 – 12 months ahead of expected level
At Level	At expected level or progressing towards expected level
Below Level	12 – 18 months below expected level
Well Below Level	2 years (or more) below the expected level

> Semester reports will be **uploaded onto COMPASS** for you to view online at the end of the first and second semester.
>
> You will receive a COMPASS notification and instructions to access the reports on the day they are available.
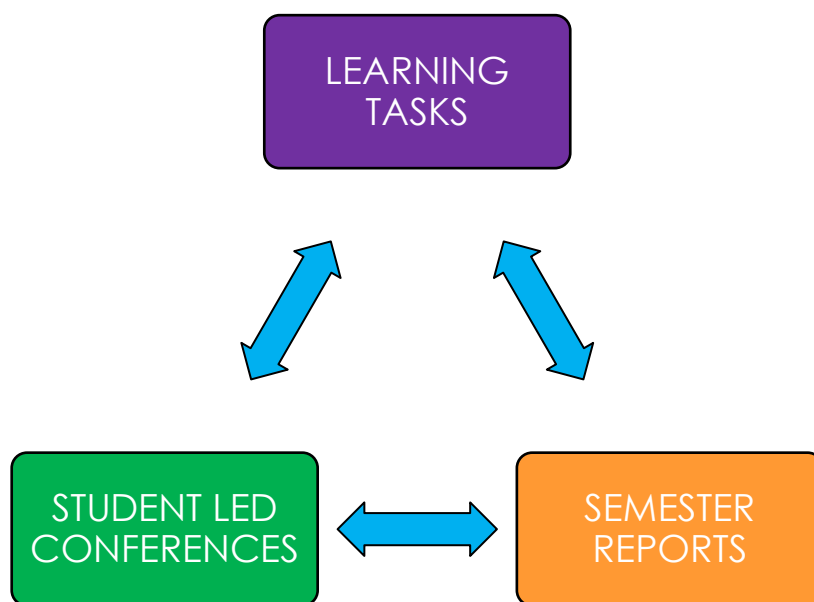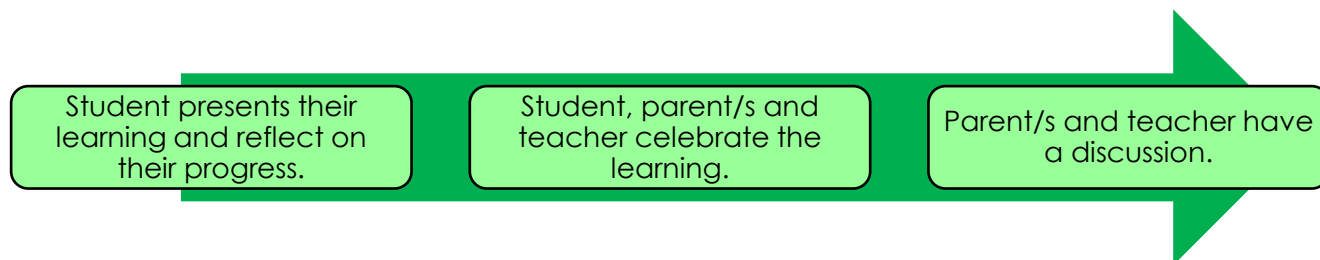
STUDENT LED CONFERENCES

Our Student Led Conferences will be held at the end of term two.

You will be able to book your student led conference time on COMPASS in term two. Instructions will be provided on COMPASS at this time.

Students are required to attend these conferences. The student led interviews are a fantastic opportunity to:

- Listen to your child discuss their learning
- See some of your children's work from the semester
- Reflect upon and celebrate your child's achievements
- Reflect on your child's goals, learning tasks and semester report
- Discuss any issues with your child's teacher.

FORMAT OF STUDENT LED CONFERENCES

Student presents their learning and reflect on their progress.	Student, parent/s and teacher celebrate the learning.	Parent/s and teacher have a discussion.

LEARNING TASKS

STUDENT LED CONFERENCES

SEMESTER REPORTS

For each live reporting Learning Task, you will have a Proficiency Scale PDF attached on COMPASS like the image shown below. ==The yellow highlighted statements indicate your child demonstrated achievement of these skills in that particular Learning Task.==

To be **Proficient**, all of the **Progressing** skills need to be achieved. **Please remember that the Proficient level of learning is the expectation for the end of the year.**

The **Key Vocabulary** section at the bottom of the Proficiency Scale includes the language that was used with the students during the unit of work.

Name:		Date:

PROFICIENCY SCALE

TORQUAY COAST PRIMARY SCHOOL

Year Level:	Curriculum Area:	Topic:
Foundation	Mathematics	Patterns

LEVEL OF LEARNING	ACHIEVEMENT
4 – Advanced *Critical thinking, problem solving and application of skills.*	I can: • compare and recognise similarities among different patterns • translate patterns to different representations • differentiate between a repeating pattern and a growing pattern • explain and give reasons for my thinking • recognise errors, problems or misunderstandings and make corrections when needed.
3 – Proficient *The expected achievement for this grade level by the end of the year.*	I have reached proficiency by demonstrating I can: • Copy, continue and create patterns with objects and drawings.
2 – Progressing *The fundamental knowledge required to reach proficiency.*	I can: • ==recognise patterns in the world around us== • ==create a simple repeating or growing pattern using materials, sounds, movements or drawings== • ==continue a repeating or growing pattern using materials and drawings (to the right and to the left)== • ==identify which part of the pattern is being repeated (happening over and over again)== • identify which part of the pattern is growing (getting bigger) • ==talk like a mathematician.==
1 – Beginning	I require significant support when working towards level two skills and knowledge.
Key Vocabulary	Pattern Repeating Copy Continue Create Explain

This **Proficiency Scale** shows that the student has almost reached Proficiency for the patterns learning outcome in the Prep (Foundation) year, as most Progressing skills are highlighted yellow.

This student has just one more **Progressing** skill to achieve to be **Proficient.**

The **Advanced statements** show what the student would be working towards once Proficiency is achieved.

OPEN NEIGHBOURHOODS

Each term, we invite parents/carers/family members into our neighbourhoods to view student work and participate in their current learning.

For the convenience of families (particularly those working around work commitments), each neighbourhood has two opportunities per term:

- **Global Open Neighbourhood:** All four learning neighbourhoods are open at the same time. This celebration of learning allows parents to travel between their children during the one session.

- **Individual Open Neighbourhood:** Each neighbourhood elects a different time to conduct the open neighbourhood. This celebration of learning allows parents to spend a full session with each of their children.

Open neighbourhoods typically occur either in the morning before school or during the afternoon session.

Advance notice will always be provided via so COMPASS you are aware of the times. A reminder in the days prior will also be provided on COMPASS.

As a school, we understand that parents are not always able to attend due to work/other commitments.

SEESAW

Seesaw is a digital platform that allows students to share their work and learning with their own family.

At TCPS:

- Students have access to iPads to engage with and demonstrate their learning.
- Prior to introducing iPads each year, students focus on the importance of digital citizenship to ensure they understand the responsible use of iPads in their learning.
- Teachers plan several purposeful and explicit activities each week which involve the use of iPads to further enhance student learning. Some of these activities are then uploaded to Seesaw for parent viewing.
- When working on the iPads, students use creative tools to take photos, draw, do recordings, record videos to capture their learning in an authentic and purposeful way.
- Teachers monitor and approve all student work that is uploaded to Seesaw.
- When students have uploaded a work sample to Seesaw, parents receive a notification and they are able to easily access their child's work via the Seesaw app. Parents can then respond to their child's work by submitting an encouraging comment.

Each child's work can only be seen by their own parents. Information about the setup of a Seesaw account for parents will be provided at the beginning of each school year.

Reminders and general information are also published on Seesaw at various times by homegroup teachers.

IMPORTANT DATES

TERM ONE

Starting Right Interviews	Monday 10th – Friday 14th February (week four)
First Learning Task Upload	Friday 6th March (week six)
Second Learning Task Upload	Friday 20th March (week eight)
Global Open Neighbourhood	TBC
Individual Open Neighbourhood	TBC

TERM TWO

First Learning Task Upload	Friday 1st May (week three)
Second Learning Task Upload	Friday 22nd May (week six)
Third Learning Task Upload	Friday 12th June (week nine)
Semester Reports Uploaded	Friday 19th June (week ten)
Student Led Conferences	TBC (week eleven)
Global Open Neighbourhood	TBC
Individual Open Neighbourhood	TBC

TERM THREE

First Learning Task Upload	Friday 31st July (week three)
Second Learning Task Upload	Friday 21st August (week six)
Third Learning Task Upload	Friday 11th September (week nine)
Global Open Neighbourhood	TBC
Individual Open Neighbourhood	TBC

TERM FOUR

First Learning Task Upload	Friday 23rd October (week three)
Second Learning Task Upload	Friday 13th November (week six)
Third Learning Task Upload	Friday 4th December (week nine)
Semester Reports Uploaded	Friday 11th December (week ten)
Global Open Neighbourhood	TBC
Individual Open Neighbourhood	TBC

Seesaw tasks will be uploaded several times each term throughout the year.