

Reporting and Assessment

Assessment practices need to be relevant, purposeful and continuous. Assessment at Isabella Plains Early Childhood School is child centred and linked to the goals of children in the areas of cognitive, language, physical, social and emotional development.

Assessment is carried out on a regular basis in order to provide feedback to children and families, to indicate progress, to inform teaching practice and determine what learning opportunities need to be presented next. At Isabella Plains Early Childhood School we aim to collect a balance of quality assessment data to help us achieve positive outcomes for our children.

Forms of Reporting

Learning Journals	When
<p>Learning journals reflect a snapshot of children’s learning, projects, literacy and numeracy as well as social and emotional development. Learning Journals are collated each term by children and their teachers. The learning journal is part of the ongoing assessment, evaluation and reflection for each child. Children share the responsibility of collecting and collating the learning journal. Learning journals are on display every day for child and parent access. Parents are encouraged to regularly share their child’s learning journal with them and complete a feedback form outlining what they thought and what they would like to see included in the journal.</p> <p>The learning journal will include work samples which cover a range of purposes such as:</p> <ul style="list-style-type: none"> • giving feedback on achievements and progress • giving evidence of skill development • describing progress and development of learning • communicating intended learning outcomes • sharing the child’s perception and understanding of learning • providing parents with information about the child’s learning • displaying a range of achievements across the curriculum • providing a valuable education record for the year <p>Guidelines for preparation of learning journals:</p> <ul style="list-style-type: none"> • samples from a variety of areas of learning and a range of activities are included • includes samples, which show development and progression e.g. start of the year and end of the year • includes some first drafts to show children’s editing attempts as well as final drafts • includes work displayed in a range of ways e.g. work samples that demonstrate children’s achievement/learning, creative, photos etc. 	<p>On going</p>

Interviews	When
<p>Getting to Know You Interviews</p> <p>The purpose of getting to know you interviews is for parents to talk with staff about their child – their strengths, any concerns, special needs, family details etc. These interviews are designed to develop positive working-together relationships and assist staff in planning effective programs for children.</p>	<p>Preschool Term 4 of the preceding year K-2 Week 2 & 3 Term 1</p>
<p>Goal Setting Interviews</p> <p>At the goal setting interview children’s strengths, areas for development and goals for the remainder of the year are discussed in detail, using the learning journal to demonstrate achievements.</p>	<p>P-2 Weeks 8-9 Term 2</p>
<p>As required</p> <p>Parents may request an interview with staff at any time. Parents will be informed as soon as an issue concerning their child’s education arises and will be invited to discuss the concerns with appropriate staff.</p>	<p>Ongoing throughout the year</p>

Written Reports		When
Written Report A written report includes a summary of the child's strengths across the five Early Years Learning Framework outcomes as well as curriculum areas from the Australian Curriculum for children in kindergarten to year 2. It also includes a self-reflection by the child and a description of support / extension needs		P-2 End of Term 2 & Term 4
A-E Reporting Summary Report Template (Yr 1 – Yr 2) A Federal Government requirement. The report outlines the child's achievement in key learning areas.		Yr 1-2 End of Term 2 & Term 4
PIPS (Performance Indicators in Primary School) Summary Report for Kindergarten The PIPS summary report is produced centrally from the PIPS data for Kindergarten children. Parents will receive a summary report indicating their child's level of achievement.		Kinder Term 1 & Term 4

Procedures Timeline

Semester 1 Term 1	
Date	Action
Week 1 - 10	Ongoing collection of learning journal entries
Week 1	Conduct Getting to Know You Interviews
Week 2	Inform parents of PIPS testing (Kindergarten students only)
Week 3 & 4	Conduct PIPS testing for Kindergarten students

Term 2	
Date	Action
Week 1 - 10	Ongoing collection of learning journal entries
Week 6	Inform parents of choice to withdraw child from A-E Reporting
Week 9	Semester 1 written report sent home (P-2) A-E Report sent home (1-2) PIPS reports sent home (K)
Week 8-9	Goal Setting interviews (P-2)
Week 10	Option for interview using work samples and portfolios

Semester 2 Term 3	
Date	Action
Week 1 - 10	Ongoing collection of learning journal entries
Week 8	Open morning or afternoon – Look at Me!
Term 4	
Date	Action
Week 1 - 10	Ongoing collection of learning journal entries
Week 2 & 3	Conduct PIPS testing for Kindergarten students
Week 6	Inform parents of choice to withdraw child 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)
Week 10	Option for interviews to discuss student report