Overall aims of the session

- Overview of education in Australia
- Key messages from various departments
- Reporting
- Australian Curriculum: English
- Supporting your child/ren
The Background...

➢ The Melbourne Declaration on Educational Goals for Young Children

➢ Australian Curriculum, Assessment and Reporting Authority (ACARA)

➢ School Curriculum and Standards Authority (SCSA)

➢ Department of Education (DOE)

➢ Dalkeith Primary School

➢ Classroom teacher
Goal 1: Australian schooling promotes equity and excellence

Goal 2: (aspect) All young Australians become successful learners
Assessment and The Melbourne Declaration

- Assessment of student progress will be rigorous and comprehensive.

- To ensure that student achievement is measured in meaningful ways, assessment will focuses on:
  - assessment for learning—enabling teachers to use information about student progress to inform their teaching
  - assessment as learning—enabling students to reflect on and monitor their own progress to inform their future learning goals
  - assessment of learning—assisting teachers to use evidence of student learning to assess student achievement against goals and standards
Australian Curriculum, Assessment and Reporting Authority

- ACARA set the Curriculum and Achievement Standards at a national level
- ACARA doesn’t prescribe grades
- ACARA have provided work samples to illustrate above satisfactory, satisfactory and below satisfactory to help teachers
- Reporting is on a 5 point scale
“Teachers use the achievement standards, at the end of a period of teaching, to make on balance judgements about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard.

To make these judgements, teachers draw on assessment data that they have collected as evidence during the course of the teaching period.”

English: Implications for teaching, assessment and reporting”
www.australiancurriculum.edu.au/English
Kindergarten is not a compulsory year of schooling. The School Curriculum and Standards Authority does not require schools to formally report on children's achievement and progress in Kindergarten. Reporting on children's progress in Kindergarten is a school system/sector/school decision.

The Reporting Policy requires Pre Primary, Year 1 and 2 students to be reported using the grades A–E OR the grade descriptions of:

- Excellent
- High
- Satisfactory
- Limited
- Very Low

Students in Years 3 to 10 to be reported using letter grades of A – E

The policy indicates that effort should not be reported using the same descriptors or grades.
Same report template for Pre Primary to Year 7

Effort is reported using the scale of:

- Consistently
- Often
- Sometimes
- Seldom

and appears as a statement:

__________ demonstrates appropriate effort in this learning area.
Dalkeith Primary School and the Classroom teacher

➢ DPS has implemented all phase one subjects from the Australian Curriculum: mathematics, history, science and (commencing 2014) English

➢ This year we will be reporting on AC:English

➢ Staff have been involved in PL focusing on curriculum and judging standards
Judging Standards of Achievement for Semester One:

Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling.

Therefore, in mid-year reports, teachers should make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement.
Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling.

Therefore, end of year reports, teachers should make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard as a whole.

Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement.
Year 3 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.
Achievement Standards – points to note...

- The Achievement Standard is an end-of-year standard

- The Achievement Standard is a C or Satisfactory…if a student gets a C it means they have achieved the standard

- The AS also includes elements of creativity and ICT/digital

- Available online via The Australian Curriculum website
How can you support your children?

- Do not bring your ‘report baggage’ to the reports
- The effort section for each learning area is of paramount importance
- The comments section is the most important following the effort
- Children have strengths in different areas