At Woodend teachers continually assess student learning outcomes. They gather and interpret information, which can be used to best meet the learning needs of our students. The information gathered through these forms of assessment continually shapes the teaching program and supports each individual student’s learning.

Some of the methods used to assess students’ knowledge, skills and attitudes include:
- Observing and noting what students can and cannot do and how students work during learning activities
- Setting specific tasks and assignments and noting achievements
- Using various forms of testing
- Using student self-assessment - written and oral, individually or in groups
- Using feedback from others who work with the student

**Reporting**
At Woodend we aim to keep parents informed about student progress in all aspects of the curriculum. We offer a range of different reporting strategies to ensure that parents are informed about the broad range of learning activities. We follow the following time line in reporting student progress

**Term 1: Week 3, Acquaintance Night or Acquaintance Interviews**

Purpose: to outline expectations, routines, homework etc; to seek class parent reps; to seek information about the child and parent expectations which will assist in providing a successful year.

- Acquaintance Night will be held on nominated nights. All students and siblings brought to school must be in the creche (ie no students playing in the grounds.)
- During acquaintance night, teachers will generally make an offer for parents to contact them. The purpose is to build a positive relationship with the parents and to share information about the student. Parents are encouraged to make contact with the teacher before or after school, or via phone to share information about their children.
- Teachers choosing to have Acquaintance Interviews must produce a newsletter outlining their expectations and routines for the class.

**Term 1: Week 10 and 11, Formal Parent / Teacher/student conversation**

Purpose: to provide parents with a chance to follow up on classroom issues, discuss work samples and set goals for the year. Parents and teachers will share any difficulties or issues for the student, so that concerns are clearly understood prior to the first formal report.

- Teachers should offer some late evening in times and arrange with other teachers to be at school at the same time
- Teachers may choose to have parent/teacher conversations and follow later in the year with student led conferences/reporting of learning
Woodend
Assessment and Reporting

Term 2, Week 10  Written Reports are sent home
Term 4, Week 9   Final Written Reports are sent home

PURPOSE: Parents are provided with a clear, concise summary of their students progress at school, in all learning areas. Parents should be aware of any problems or issues with their child’s learning prior to receiving the written report.

◆ Standard reporting formats are used throughout the school. While these are reviewed regularly to ensure consistency with SACSA reporting, it is important that these reports are concise and summative in nature.

◆ Teachers are expected to give their reports to senior staff at least two weeks prior to them being sent home. The principal or deputy principal review the reports with a view to increasing the knowledge of individual students, noticing any inconsistencies or problems with the reports, and adding additional information in the form of a principal or deputy principal comment.

◆ The completed report is photocopied and kept on file.