



ACHIEVING EXCELLENCE TOGETHER

Chapman Primary School

Preschool to Year 6

ASSESSMENT AND REPORTING POLICY

**2013
Ratified**

CHAPMAN PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY

Related Policy:

This policy complies with ACT Department of Education *Reporting on Student Achievement and Progress to Students and Parents policy* and should be read in conjunction with it.

1. Introduction

At Chapman Preschool and Chapman Primary we strive to provide accurate and comprehensive information on student progress to students, parents and teachers in order to:

- Improve and support student learning
- Determine future directions in learning
- Identify areas of strength and weaknesses
- Identify areas for future development/support
- Establish and maintain open communication and partnerships

The school values a variety of reporting formats to ensure parents receive the complete picture of their child's learning. Each year parents of children from kindergarten to year 6 will be provided with two written reports on student progress and achievement. Information in these reports should be considered in conjunction with other rich sources of information provided throughout the year including parent/teacher interviews, conferences, portfolios, the results of system testing and the summary A-E report.

For students with disabilities, the Special Needs team will work with parents to develop Individual learning Plans (ILP), identifying SMART goals for each student. SMART goals are written to be smart – specific, measureable, attainable, relevant and time bound. Achievements will be assessed and progress towards learning goals reviewed in the context of the ILP.

Each year parents of Preschool children will receive a written report and portfolio of their child's learning during the preschool year.

2. Definitions

Assessment:

Assessment is a continuous process of gathering evidence to determine what each student knows, understands, values and can do. It is used at the beginning, during and end of learning sequences to determine where each student starts, their progress and the extent to which they have met the Australian Curriculum Achievement standards.

For preschool children, *Belonging, Being and Becoming: The Early Years Learning Framework* describes the learning and development of children. Children's learning is assessed using the following indicators:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Student Reporting:

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

Student Portfolios:

A portfolio is a purposeful collection of student work which indicates the student's capabilities, personal growth and achievements. Portfolios provide evidence of the knowledge skills and understandings as well as the quality of work that students have achieved.

Learning Journey:

Is a way for students to share their learning experiences with and to inform their parents/carers about their learning. The Learning Journey provides an insight into and an overview of the child's classroom experiences, particularly oral language development. It provides an opportunity for children to reflect on their learning.

Interviews

Parent/teacher/student conferences provide an opportunity for students to explain their work to parents using their portfolio as a guide. Teachers act as a facilitator and both teacher and parents may exchange information on the student's progress. Students and teachers reflect on learning and achievements and make commitments to future efforts and expectations. Parents may request a 1:1 parent/teacher interview at any time. Kindergarten interviews are conducted 1:1 unless otherwise requested, and are an opportunity for parents and teachers to discuss student learning, achievements and future goals.

Informal Reports

Informal reporting to parents may include: telephone calls, emails, awards, student led conferences, parent/teacher conferences, open days, assemblies, communication books, notes, newsletter, homework books. Informal interviews may be arranged as needed.

Individual Learning Plans

This is based upon screening, initial and diagnostic assessment, and follows agreement with the all stakeholders on goals and targets.

3. Assessment

3.1 In order to make qualitative, valid and reliable judgments about student performance, assessment will be continuous and cumulative but should not dominate the learning program. Assessment is regarded therefore as a continuous process, as well as a summative indicator at the end of a period of study.

3.2 Assessment methods may include:

- Pre and post testing of a particular concept or area of learning.
- Student/teacher consultation
- Class discussion
- Student files and diaries
- Student self-assessment
- Observation
- Individual/group work
- Projects and assignments
- Checklists
- Individual teacher comment including constructive feedback
- Anecdotal records
- Diagnostic testing
- Professional consultation (with other teachers or specialist staff)
- Profiles or folders containing samples of work.

4. Reporting

4.1 Reporting is the process of communicating assessment of student development to students and parents to provide them with constructive feedback which assists understanding and growth. Reports will reflect the assessment procedures outlined in Section 3, and relate to the goals of the learning programs. The emphasis will be on descriptive reporting as this allows the teacher to describe what has been learned in relation to learning opportunities.

4.2 The Chapman Preschool program believes that play is fundamental to children's learning and provides opportunities to engage in exploration, imagination and experimentation to foster an enjoyment of learning and contribute to each child's success as a learner. Preschool reports will be in both oral and written forms and evidence of learning will be supported by the compilation of a portfolio of learning.

Primary School reports will be in both oral and written forms providing rich detail describing the student's learning programs and information on student strengths, areas for further development, strategies to support and/or extend their learning, student's social development, and information about the student's attitude and commitment to learning. Two written entries will be recorded on the student's record file each year. The confidential nature of reports will be respected at all times.

4.3 The A-E System Report is a common, ACT Education and Training generated report designed to meet national A-E reporting requirements. The Australian Curriculum Achievement Standards describe the expected student achievement after being taught the curriculum for the entire year of schooling.

The semester 1 A-E System Report will reflect student progress **towards** the end-of-year Achievement Standard. The semester 1 grade reflects the level to which a student is 'on-track' in achieving their final grade. The semester 1 report is called a "Progress Report".

The semester 2 A-E System Report is summative and the grades allocated indicate the overall achievement the student has made. This judgment is based on evidence gathered by the teacher throughout the year.

4.4 A-E Descriptors

A indicates that a student has demonstrated **excellent achievement** of what is expected.

B indicates that a student has demonstrated **high achievement** of what is expected.

C indicates that a student has demonstrated **satisfactory achievement** of what is expected.

D indicates that a student has demonstrated **partial achievement** of what is expected.

E indicates that a student has demonstrated **limited achievement** of what is expected.

5. Reporting Timeline

At Chapman Primary School, assessment & reporting will take place in the following forms:

TERM 1	
Week 2	<p>Parent Information Handout (Getting to Know Your Child) - a form parents complete discussing various aspects of their child's development.</p> <p>Parent Information Session and Term Overview – The unit teachers providing an overview of teaching and learning. This will be accompanied by a term overview.</p>
Week 3	<p>PIPS – <i>Performance Indicators in Primary Schools</i> Kindergarten Screening procedure.</p>
Week 8 - 9	<p>3 Way Conferences (Year 2 – 6) – Parent/student/teacher conferences provide an opportunity for the student to explain their work to parents using their portfolio as a guide. Teachers act as a facilitator and both teachers and parents may exchange information on the student's progress. Students, parents and teachers reflect on learning and achievements and make commitments to future efforts.</p> <p>Kindergarten/Year 1 Interview – Parent/teacher interview to discuss student learning and progress.</p>
TERM 2	
Week 3	<p>Term Overview</p> <p>NAPLAN Testing - A national standardised testing system for years 3 and 5.</p>
Week 10	<p>Portfolios - Portfolios will provide work samples matched to the reporting criteria. Portfolios will include a selected variety of; student self-assessments and reflections, teacher annotations, assessments and reflections, rubrics, checklists, certificates, photographs, work samples from special programs, extra-curricula participation and goal-setting. These are to be returned at the beginning of Term 3.</p> <p>A – E Reports (Years 1 – 6) - Formal reports showing grade achievements in Literacy, Numeracy, PE, Arts, LOTE and other learning areas covered during the semester.</p> <p>Student Achievement and Effort Summary (Years K – 6) – Formal reports showing achievements in learning areas.</p>
TERM 3	
Week 3	<p>Term Overview</p>
Week 8-9	<p>Learning Journey – A process enabling students to share their learning experiences in the school environment. Each student will invite parents/carers to visit the class on a set day. Parents/carers will be able to see their child in</p>

	the classroom context and share and celebrate learning experiences and achievements. NAPLAN REPORTS years 3 and 5
TERM 4	
Week 3	Term Overview PIPS – Performance Indicators in Primary Schools Kindergarten Screening procedure.
Week 9	PIPS – Reports
Week 10	Portfolios - Portfolios will provide work samples matched to the reporting criteria. Portfolios will include a selected variety of; student self-assessments and reflections, teacher annotations, assessments and reflections, rubrics, checklists, certificates, photographs, work samples from special programs, extra-curricula participation and goal-setting. A – E Reports (Years 1 – 6) - Formal reports showing grade achievements in Literacy, Numeracy, PE, Arts, LOTE and other learning areas covered during the semester. Student Achievement and Effort Summary (Years K – 6) – Formal reports showing achievements in learning areas.

At **Chapman Preschool**, assessment & reporting will take place in the following forms:

Term 1	Information Night Parent Interviews if requested Parent Survey handed out
Term 2	Parent Interviews – child’s page handed to families to complete and return to the interview
Term 3	
Term 4	Reports Portfolios Parent Interviews

Parents are invited to make an interview with teachers at any time throughout the year.

ATTACHMENT A
Example – Getting To Know Your Child
Getting to know your child
2013

Student's Name: _____ **Class:** _____

1. What are your child's special interests?

2. What are your child's strengths?

3. Are there areas in which you feel your child needs help?

4. Do you have any major concerns about your child? If so, what are they?

5. Any other relevant information, for example, family arrangements, traumatic experiences, that you think your child's teachers should know about?

6. Does your child have any significant health issues that need special attention?

7. We encourage parents to become involved in their child's education. Are there are areas of interest or expertise that you are willing to share with the class?

If you wish to discuss any issues further, please contact the Front Office to make an appointment time for a telephone or personal interview.

Signed: _____
(Parent/Guardian)

Date / / 2010

ATTACHMENT B

Example – Term Overview

Dear Parents,

Welcome to Year 5/6 for 2013. We are sure that this will be a rewarding and positive year for your children. Following is an outline of the program that will be taught to your child this year.

INTEGRATED INQUIRY

We work together as a team when planning and implementing Integrated Inquiries and join the classes together in a variety of groups when it is applicable to the activity. Our first unit of inquiry is called 'The Einstein Factor'. This Technology based inquiry is designed for students to learn about materials used in familiar products and built environments. Each term a new integrated unit will be developed which will have a different emphasis ensuring a balance of the Key Learning Areas.

LITERACY

The Literacy program for this year includes a combination of reading, writing, speaking, listening, viewing, comprehension, current affairs, grammar and spelling. This term we will be focusing on a specialised, differentiated spelling program, reading comprehension and scaffolded writing. Spelling takes place once a week in conjunction with our Literacy program. Specialised groups have been formed and explicit teaching of specific spelling strategies will take place. This program is consistently under review to ensure student spelling needs are met.

MATHS

The Mathematics program encompasses the study of Number, Measurement, Space, Chance and Data. We aim to provide a differentiated mathematics program. This term we will be covering Place Value, Addition, Subtraction, Time, Length, Perimeter, Area, Data Handling and relevant problem solving challenges. We use pre and post testing as a form of assessment in order to group students across all four classes for each concept studied. Automatic recall of basic Number facts plays an important part in children being able to solve problems quickly. We will be reinforcing the children's mastery of them at school through the implementation of the Maths Mastery Program. However, your assistance in this area would be greatly appreciated.

COMPUTING & INFORMATION TECHNOLOGY

Throughout the year students will have the opportunity to work with and use an Interactive Whiteboard which will enable ICT to be a part of all learning activities. Children will also be able to access the new, wireless laptops the school is receiving shortly. There will be a focus on word processing, spreadsheets, using programs for research and presentation, web quests, and graphics. As a part of our ICT program, students will have access to My Classes and Mathletics and will use it both in class and at home in accordance with our classroom program.

HOMEWORK

Unit homework will be given out on Tuesdays and is due back the following Monday unless stated otherwise. The homework format will vary, with a combination of weekly tasks, term contracts and research projects. The homework is designed to be a communication link between home and school and will reflect the work we are doing in the classroom.

IMPORTANT DATES FOR 2013

Term 1

- Footsteps dance performance – Thursday 18th February
- Chapman Swimming Carnival – Friday 26th February
- Cooba Camp – Wednesday 17th March to Friday 19th March
- 3-Way interviews – Monday 22nd March to Friday 26th March
- Woden Weston Swimming Carnival – Friday 26th March
- Chapman Cross Country – Thursday 1st April
- Eddison Park ANZAC Ceremony – Wednesday 7th April
- Walkathon – Friday 9th April

ATTACHMENT D

3-Way Conference Information for Parents & Carers



What to Expect at Student-Led Conferences:

- At a three-way conference, your child does most of the talking.
- Your child will tell you the Performance Standards he or she is working on in class.
- Your child will discuss with you his or her progress in learning areas.
- In conjunction with you and the teacher, you child will construct goals for the next term.
- After your child has finished, he or she will turn the meeting over to you and the teacher for any further questions that need to be answered.

Things to Do Before the Conference:

- Make sure the teacher has sent you a Confirmation Form. If you have not heard from the teacher, be sure to contact him/her 24 hours before the conference.
- Arrange for a baby-sitter for younger siblings
- Make a list of praises, questions and concerns.
- Review the Parent Checklist for Student-Led Conferences that you will receive. It lists steps to follow for a productive and meaningful conference.

On Conference Day:

- Make sure your child comes with you to the conference.
- Arrive on time.
- Take notes during the conference.
- Ask for clarification on things you do not understand.
- If you cannot make the scheduled conference time, please call to reschedule.

After the Conference:

- If you still have questions and concerns, set up an appointment to meet with the teacher on another date.
- Fill out the Parent Evaluation of Student-Led Conferences Form.

ATTACHMENT E

Example – Parent letter for Kindergarten Interviews

Dear Parents/Carers,

First term interviews will take place during weeks 8 and 9 of this Term. This will enable teachers to provide feedback to you on your child's progress so far. Interviews are extremely valuable, as they allow a sharing of information about the development of your child within the school setting. Interviews are scheduled for 10 minutes.

Below is a list of times your child's teacher is available for the conference along with a 'Preferred Sessions Slip'. Please indicate on the slip three possible times that you are able to attend and **return to your child's teacher**. They will then return the bottom slip confirming the date, day and time of your appointment.

CONFERENCE TIMES

_____ is available for interviews at the following times

Week 8

Dates and times

Week 9

Dates and times



PREFERRED SESSIONS

Child's Name _____ Class: _____

Dear _____ (teacher). I / We would prefer the following sessions for an interview.

Name/s of parent/s attending interview: _____

1 _____ 2 _____

3 _____

ATTACHMENT F

Example – PIPS Report

PIPS Student Report — 2010 — First Assessment



This report indicates your child's achievement in the Performance Indicators in Primary Schools (PIPS) assessment program. The assessment of early literacy and numeracy skills of kindergarten students is conducted early in term one and early in term four. This is a report of your child's achievement in the assessment conducted in February of this year.

The information assists teachers with diagnosing individual student needs and identifying students who may benefit from early intervention or enrichment.

Your child's PIPS results should be looked at together with other school-based assessment to obtain a total picture of your child's achievement.

RESULTS SUMMARY

Reading

In reading, your child achieved a score of 64,

Band 1	Band 2	Band 3	Band 4	Band 5
Well below expected standard	Below expected standard	At expected standard	Above expected standard	Well above expected standard

Numeracy

In numeracy, your child achieved a score of 33,

Band 1	Band 2	Band 3	Band 4	Band 5
Well below expected standard	Below expected standard	At expected standard	Above expected standard	Well above expected standard

EXPLANATORY NOTES

Your child's score is standardised against the scores of other kindergarten students in all ACT public schools and allows for reporting in bands. The following table highlights the percentage of ACT children in each band. It is expected that most students will fall within Band 3. Students who are operating in Band 5 are functioning at a more advanced level and students operating in Band 1 may require assistance with their learning.

Band 1	Band 2	Band 3	Band 4	Band 5
3%	14%	66%	14%	3%

ATTACHMENT G

Example – Portfolio Cover Letter

Dear Parent/Carer

Your child's Portfolio is a collection of selected pieces of work undertaken this year and is an important element in the school's Assessment and Reporting procedures.

This portfolio is a snapshot of what is being learned at school. It provides evidence of the knowledge, skills and understandings as well as the quality of work presentation that your child has achieved. It contains a range of work samples and checklists that will help you understand your child's development and improvement in learning over a period of time.

In this portfolio, you will find work samples from the class's Integrated Inquiry unit as well as from other key learning areas. These samples are not all your child's "best work"; some may be in "draft". Each piece of work is dated and the learning outcome of that work is included in the contents page of the portfolio.

Please take the time to share your child's learning by participating positively and encouraging her/him to show and explain the portfolio to you.

By praising achievements, asking questions and discussing areas that need further development, your child will be given the opportunity to further reflect on their learning.

I hope you enjoy sharing this portfolio with your child. The teachers the children and I are very proud of the portfolios.

Anne Simpson

ATTACHMENT H
Example – Portfolio Outcomes



CHAPMAN PRIMARY SCHOOL



Semester 1 - 2013

	Learning Outcome
1	To write neatly and legibly in cursive writing.
2	To write a Narrative.
3	To identify known facts about specific materials used in built environments.
4	To record Indonesian conversations.
5	To solve written problems using the four operations.
6	To discover what students know about leaders, their qualities and characteristics.
7	To identify what students know about the unit vocabulary and the connections between them.
8	To graph test data.

Integrated Inquiries

Term 1 – The Einstein Factor
Term 2 – Who's got the Power?

ATTACHMENT I

Example – Portfolio Extra Curricular Activities Checklist

Name _____

Class _____

Student Representative Council (SRC)	✓	Junior Choir Program (Kinder to Year 3)	✓	Peer Support	✓
SRC Executive	✓	Junior Skipping Club	✓	Peer Support Leader	✓
House Captain	✓	Senior Skipping Team	✓	Drama Club	✓
House Vice Captain	✓	School Band Program	✓	Years 3/4 Competition Club	✓
School Swimming Carnival	✓	Bucket Band	✓	Dance Group	✓
Woden/Weston Swimming Carnival	✓	Indonesian Dance Group	✓	Sewing Group	✓
ACT Swimming Carnival	✓	Chess Club	✓	Card Making Group	✓
Kindergarten "Water" Day	✓	ICT Monitor Team	✓	5/6 Lunchtime Sports Program	✓
School Cross Country	✓	Enviro Club	✓	Gateways Program	✓
Woden/Weston Cross Country	✓	Earth Hour	✓	Capital Kids – Capital Leaders	✓
ACT Cross Country	✓	Waste Wise Program	✓	Camp Cooba	✓
Woden/Weston Sport Representative	✓	Mother's Day Stall	✓	Camp Warrambui	✓
Footsteps Dance	✓	Cupcake Day	✓	School Disco	✓
Harmony Day Activities	✓	Lunchtime FRIEND	✓	Reptile Inc' Visit	✓
Richard Bradshaw Puppet Show	✓	IN2 Cricket Clinic	✓	National Zoo and Aquarium Excursion	✓
ANZAC Day Assembly	✓	Senior Sport	✓	Jerrabomberra Wetlands	✓
Assembly participant	✓	High School Visits	✓	Buddies Program	✓
New Chapman Institute of Science (NCIS) Launch Assembly	✓	ICAS Competitions	✓	Easter Hat Parade	✓
Walkathon	✓	Maths Olympiad	✓	Questacon Excursion	✓
Walkathon Assembly	✓	Tournament of Minds	✓	Botanic Gardens Excursion	✓



Chapman Primary School

A summary of student achievement and effort in first semester

Student	
Year Group	
Class	
Class Teacher(s)	

ACHIEVEMENT IN LEARNING AREAS

When reporting on student progress, teachers at Chapman Primary School focus on individuals working positively towards the highest standard of which they are capable. Students of the same age vary in their ability and achievement and will therefore attain different academic levels.

The descriptions below align with the Australian Curriculum standards. The descriptions explain the different levels of achievement for which students have been reported on in first Semester.

Limited Evidence - Your child has demonstrated limited evidence of progress from the beginning of the year and is working well below the expected level of achievement for their year group. Your child is experiencing difficulty grasping foundational knowledge, concepts and skills.

Below Expected Grade Level - Your child has demonstrated that they are performing below the expected level of achievement for their year group. Your child is still consolidating foundational knowledge, concepts and skills.

At Expected Grade Level - Your child has demonstrated that they are performing at the expected level of achievement for their year group. Your child shows sound understanding of knowledge, concepts and skills covered this semester.

Above Expected Grade Level - Your child has demonstrated that they are performing above the expected level of achievement for their year group. Your child shows thorough knowledge and understanding of concepts and skills covered this semester.

Outstanding - Your child has demonstrated that they are performing well above the expected level of achievement for their year group. Your child shows extensive knowledge and understanding of concepts and skills covered this semester.

Effort ENGLISH

Achievement

Rarely	Usually	Consistently		Limited Evidence	Below Grade Level	At Expected Grade Level	Above Grade Level	Outstanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading & Viewing	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking & Listening	<input type="checkbox"/>				

Teacher Comment (areas of strength, areas for development and strategies to support):

Effort MATHEMATICS

Achievement

Rarely	Usually	Consistently		Limited Evidence	Below Grade Level	At Expected Grade Level	Above Grade Level	Outstanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Number & Algebra - (<i>This semester this strand includes . . .</i>)	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Measurement & Geometry - (<i>This semester this strand includes . . .</i>)	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Statistics & Probability - (<i>This semester this strand includes . . .</i>)	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Working Mathematically - (<i>Problem-solving strategies mathematical language</i>)	<input type="checkbox"/>				

Teacher Comment (areas of strength, areas for development and strategies to support):

Effort OTHER LEARNING AREAS

Achievement

Rarely	Usually	Consistently		Limited Evidence	Below Grade Level	At Expected Grade Level	Above Grade Level	Outstanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integrated Inquiry:	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integrated Inquiry:	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arts (<i>dance, drama, music, visual</i>)	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indonesian	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>				

Teacher Comment (areas of strength, areas for development and strategies to support):

WORK HABITS AND SOCIAL DEVELOPMENT

Chapman Primary School's FRIENDS values form our school ethos.
Adoption of these values has significant impact on students' learning outcomes.



Friendliness, Respect, Integrity, Everyone Cooperates, Never Give Up Attitude, Diversity, Support

This semester your child has displayed the following work habits and behaviours:

	Rarely	Usually	Consistently
Listens to teachers and peers during class discussions and reflection times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares understandings with teachers and peers during class discussions and reflection times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to follow directions and instructions to complete tasks independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays teamwork skills when working as part of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces quality work by completing tasks carefully and thoughtfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing to try new things and persist with tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cares and takes responsibility for own belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays caring and friendly behaviours towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courteous and cooperative with adults at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes positive choices in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes positive choices in the playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts responsibility for own behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INVOLVEMENT IN OTHER EXTRA CURRICULAR PROGRAMS AND ACTIVITIES (YEARS K-2)

This semester your child was involved in or had a role as a:

<input type="checkbox"/> Student Representative Council	<input type="checkbox"/> Outreach Community Singing
<input type="checkbox"/> Assembly Presenter	<input type="checkbox"/> Chess Club/Competitions
<input type="checkbox"/> Gateways Workshops	<input type="checkbox"/> Lego Club
<input type="checkbox"/> Junior Skipping Club	<input type="checkbox"/> Swimming Carnival
<input type="checkbox"/> Playground Friends Lunchtime Activities	<input type="checkbox"/> Cross Country Carnival
<input type="checkbox"/> Junior Singing Club	<input type="checkbox"/> Sporting Gala Days

Days absent this semester:

Learning Assistance

EALD Support

General Comment:

Class Teacher(s): _____
Teacher Name

Principal: _____
Anne Simpson

