



Making the most of communication opportunities at Casa Mia

Parent opportunities to inform themselves of their child's progress

Casa Mia Montessori takes pride in offering parents/guardians many occasions to observe and be informed on their child's activities in the school environment.

Informal reporting

- ✓ term observations – half an hour in their child's class room observing the class and your child in action each term
- ✓ Open day events e.g. – **Term 1** – Harmony Day and a visit to the classroom, end of term assembly
Term 2 – Mother's Day morning in the classroom, end of term assembly
Term 3 – Father's Day breakfast and a visit to the classroom and Sports Carnival
Term 4 – Graduation assembly
- ✓ opportunities to communicate with the class teacher through requested meetings
- ✓ start of term teacher's letter
- ✓ teacher's email address to communicate with individual parents as required
- ✓ a fortnightly newsletter distributed via email to keep families abreast of school news
- ✓ school news on Facebook
- ✓ In primary; reading, spelling and maths activities sent home to share with parents
- ✓ class displays in the classrooms and the office
- ✓ opportunities for parent volunteering
- ✓ parent information evenings
- ✓ digital portfolio reporting – SeeSaw

Formal reporting

The reporting process is designed to support the children in their development to becoming lifelong learners; to inform the parents of their child's progress and to support planning for the child's learning.

Formal reporting takes place twice a year at the end of Semesters One and Two.

Reporting takes a different format for the three, four- and five-year olds. The same reporting format is used for Prep – 6.

3 years old: a report of the child's development in the five Early Years Learning Framework Areas accompanied by the poster to help parents put the information into context.

4 years old: a report is prepared indicating the child's progress in the Montessori Learning areas and a general comment.

Compulsory Schooling Years- Pre-primary to Yr6

Self-Assessment

From five years old, all the students will do a self-assessment. For the student to gain self-knowledge it is important they learn how to self-assess. This process is by no means a perfect success with some children taking time to develop an understanding of themselves as a learner and develop the skill of self-reflection. The self-assessment for the purposes of reporting may not be very accurate, which in itself tells a story. View the self-assessment as a work in progress. Some children show remarkable insight of themselves.

Affective Learning Profile – attitude, behaviour, effort – Individual Responsibility and Community Spirit

The first section of the report, Affective Learning Profile, refers to the attitude, behaviour and effort of the child towards their individual responsibilities and community spirit and people at the school. It is an important profile as behaviour cannot be separated from learning and wellbeing.

Seldom- Indicates the child almost never demonstrates appropriate attitude, behaviour and effort and this is a cause for concern.

Sometimes- Indicates the child occasionally demonstrates appropriate attitude, behaviour and effort and this is a cause for concern.

Usually - Indicates the child demonstrates appropriate attitude, behaviour and effort some of the time.

Consistently – Indicates the child demonstrates appropriate attitude, behaviour and effort all the time.

Notice must be taken of indicators **seldom** and **sometimes** and appropriate plans made by the family, with the staff to address these attitudes, behaviours and effort.

If a child is on a behaviour management plan, this will be noted in the report along with the academic outcomes.

Teacher's Comment

The teacher's comment will note the student's progress in general terms and mention an area of concern if necessary. This comment will provide the foundation for the parent/teacher conversation.

Student Achievement

This section refers to the student's outcomes for the curriculum areas. Casa Mia Montessori School delivers the Montessori National Curriculum and reports against the outcomes of the Western Australian Curriculum.

Teachers have a broad knowledge of students and their abilities. Using this knowledge and many assessment tools including:

- Observations and anecdotal records
- Charting on the Montessori Presentation continuum
- Collecting and analysing of work samples
- Interviews
- Check lists
- In class assessments
- National assessments
- Standardised assessments
- Exploring problems

The teachers will map the student's output against the expected outcomes in the Western Australian curriculum for the student age.

The indicators of the student's achievement are:

Emerging – The student is building an early knowledge and understanding of the main areas of curriculum outcomes and/or processes and skills, with explicit prompts.

Developing – The student is making progress towards achieving an adequate knowledge and understanding of the main areas of curriculum outcomes and/or the processes and skills.

Demonstrating – The student has a sound knowledge and understanding of the main areas of curriculum outcomes and/or the processes and skills.

Advancing – The student consistently and independently applying an understanding of the main areas of curriculum outcomes and /or the processes and skills to demonstrate their thorough understanding. The student may be progressing to new or more substantial knowledge and skills.

Extending – The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills which they can apply to new contexts or make connections outside the teaching context.

Students' abilities in the primary years can vary greatly. The teachers will have assessed if the student is demonstrating skills that are age appropriate within a 12-month range. Notice must be taken if a student is assessed as emerging or developing, even in a mid-year report. The families must meet with the staff to develop a support plan for the student.

If a child is on an individual education plan this will be noted on the report and the assessment will be against the goals on the plan and NOT, the age appropriate outcomes.

Synopsis of the Western Australian Curriculum outcomes for the child's year

A hand out prepared by the teacher, will be in the report with a summary of the expected outcomes in the year level in all learning areas. This information is to help parents understand what their child is expected to have achieved by the end of the year.

Comparative student assessments

As the school has small numbers in each year level, it is not able to provide specific comparative information for a child as it may breach confidentiality in

accordance with the Privacy Act.

If a family wishes to know more about a student's outcomes in relation to the other students in the year group, a meeting should be arranged with the student's teacher.

Parent Report Return Form

Parents have an in-depth knowledge of their own child. Teachers have knowledge of many children and the general patterns of development. A meeting will help marry these two knowledge sources.

It is imperative the teacher and the families prepare for a parent/teacher conversation to ensure positive outcomes. The parent report return form is part of this preparation. The questions provided allow for your written reflections on your child's report. Please return the form to your child's teacher at least a day before your scheduled conversation.

Parent/teacher conversations

The report is the basis for the conversation

These conversations are tightly scheduled. The teachers are highly organised and have sent you a report and parent report return form in advance. They will make the most of the time you will have together.

It is suggested that you clarify information you don't understand. For example, '*What do you mean he needs to spend more time reading?*' It is necessary families have a good understanding of the messages your child's teacher is giving. The teacher will undoubtedly be doing the same.



Time is up:

Parent/teacher conversations are arranged for 15 min. If you need more time to discuss your child's progress, please make another appointment.

This is being respectful of the teacher's time and of the parents who are to follow.

Sharing the report with your child

It is likely your child will have a fair idea of what is in the report. Your child will have had several conversations about their behaviour and their learning with their teacher before the report and in addition will have prepared their self-assessment.

It is important to discuss the report with your child.

Given your child has prior knowledge, avoid giving generalisations or simplistic appraisals such as: '*The teacher says you are a good girl.*'

Discuss areas that need work in positive terms. Talk about efforts, strengths and success first before discussing areas that may need more work.

A clear message such as, 'We talked about your reading and the teacher suggested that we should try....' is far more helpful.

Involve your child in discussing any plans for improvement. Avoid making plans for your child to improve in an area without consulting him or her.

By involving children and taking notice of their ideas, plans are more likely to be successful.