



COOMERA  
ANGLICAN  
COLLEGE



# COOMERA ANGLICAN COLLEGE HANDBOOK

## *Section 3 Assessment and Reporting*

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## Assessment

### *Primary Assessment*

While formal examinations are not necessarily utilised at all year levels in the Primary area, particularly in Preparatory - Year 4, we would be remiss in our reporting responsibilities if we did not carry out regular assessment and evaluation that supports our grading and comments to parents/guardians and students. Successful assessment and evaluation depends on a programme of instruction that contains clearly defined outcomes for each subject area. All teaching staff work within this structure. Several forms of assessment and evaluation are employed through the year to aid in accurate and comprehensive reporting. As well, we screen students for strengths and weaknesses to aid in developing programmes for individuals and groups in collaboration with the Learning Support Teacher.

We undertake various tools of standardised assessment including the Federal Government Year 3 and Year 5 NAPLAN tests. A Teacher Assistant is employed to assist with literacy and numeracy intervention at these year levels. Assessment and evaluation will take a variety of forms and may differ from subject to subject. Some common forms of assessment include testing, assignments, reports, practical assessment, oral work and individual and group presentations. Students will be assessed and evaluated continuously with formal assessments occurring at regular intervals. Students are assessed against the objectives of the course of study. Parents/guardians will receive comprehensive written reports on their children's progress twice a year, at the end of Semesters 1 and 2. Oral reporting takes place in Term 1 and Term 3. At any other time an appointment may be made to consult with the class teacher on a student's progress.

### *Secondary Assessment*

Assessment is used for the purposes of evaluating learning, reporting and for diagnosing the needs of students. All students entering Junior Secondary undergo formal diagnostic testing to ascertain their learning needs. Diagnostic assessment may determine whether a student has fully grasped taught information and processes, or whether further individual effort or instruction are required. We undertake various tools of standardised assessment including the Federal Government Year 7 and Year 9 NAPLAN tests to closely monitor academic progress. In addition, assessment takes place at continuous intervals during the semester rather than only at the end of the learning process, and it takes a number of forms. Assignments, research and practical projects, individual and group presentations all contribute to a rounded view of the student's ability to demonstrate a variety of outcomes under different conditions. Traditional tests or examinations are also used to assess the learning of students.

Senior students are assessed during formal assessment blocks each Semester. Work programmes are written to ensure assessment is meaningful, relevant and gives students sufficient opportunity to succeed academically to the best of their ability.



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## *Assessment Planners*

All assessment items are published in a Year Level Assessment Planner during the first week of each term and posted on the IT network in Passmarc.

Students who are ill and absent from the College on the day of a scheduled assessment are required to:

- i. provide a Doctor's Certificate to substantiate the reason for their absence;
- ii. complete the missed assessment item on the day of their return to the College or as soon after as is practicable for the teacher.

## *Meeting Assessment Deadlines*

All Secondary students are required to comply with the published deadlines or due dates for assessed tasks.

The **ONLY** legitimate reason for not meeting a due date is when:

- i. Prior approval for an extension has been sought and granted in writing, on the official pro-forma provided for this purpose, at least 3 days before the due date;
- ii. A Doctor's certificate has been provided to confirm that the student was legitimately absent from College on the due date for an assessment task;
- iii. There are circumstances beyond the student's control that have prevented the student from meeting the published due date ie family tragedy, accident or some other form of significant disturbance.

## *Plan / Draft*

To assist students to avoid a situation where work is not submitted by a due date - ALL students are required to provide a copy of a PLAN, or initial draft, to their teacher at least **ONE WEEK BEFORE** the due date. Students who, in the opinion of the teacher, are not sufficiently advanced in their planning, and/or drafting, may be detained by the teacher either at lunch or after College so that further progress can be made and the final deadline can be met.

## *Effective Use of Computers for Completion of Assessment Items*

All students are required to keep **at least two** alternative means of back-up for all computer work. A USB or portable storage device and College home directory are appropriate methods. A hard copy can also be kept. All drafted versions should also be kept and numbered to ensure the students are able to clearly demonstrate the process by which a final draft has been achieved. Computer failure caused by viruses or hardware problems and / or printing difficulties are NOT acceptable reasons for failing to meet deadlines.



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## *Student Assessment Policy*

ALL students are required to meet College deadlines or due dates. ALL computer generated work MUST have at least TWO sources of retrieval to avoid complications with meeting deadlines - equipment failure cannot be offered as a reason for the late submission of work.

It is the student's responsibility to submit assignments in the required format (either physical or electronic) on the due date. Equipment failure is not normally a valid reason for late submission of work. The following procedures will reduce the possibility of equipment failure impacting submission dates. Failure to implement these procedures increases the risks for students.

### STEPS TO AVOID "LOSING" ACADEMIC WORK:

1. Constantly save work. A good rule of thumb is to work for 5 to 10 minutes between saves. Under no circumstances should a person work for 30 minutes before realising there may be a problem. (Pressing the CONTROL key and the S key at the same time usually saves work.)
2. **Do 'incremental' saves of assignments. This means that when you first start an assignment, you could save it as something like SOSE ASSIGN TERM 1a.** After doing more work, save it as **SOSE ASSIGN TERM 1b.** After the next major change, save it as **SOSE ASSIGN TERM 1c** etc. This ensures that you can lose only a small amount of work if a file, USB or portable storage device becomes corrupt. It also allows you to demonstrate to a teacher that you have been working consistently on your assignment as each file has a date and time when it was last saved. Once the assignment has been submitted, the old versions of the assignment may be deleted.
3. Always save to your hard drive (at home) or H: (home) drive on the College network. Never work from a USB or portable storage device.
4. **Backup your work. Even when your assignment is in progress, backup your hard disk or H: drive file to a USB or portable storage device.**
5. When bringing work to the College, ensure that you use a good USB or portable storage device.
6. **Do not rely on email alone to submit work,** or to move it to and from the College. Always have a copy on a USB or portable storage device. All email accounts have size limits for attachments. Large files may not be emailed successfully.
7. When working on assignments, particularly those that contain a lot of graphics, ensure that your assignment will fit on a USB or portable storage device.
8. Ensure that assignments completed at home are saved in a file format that can be read by the software used on the College network. The College uses the current Microsoft Office suite of programmes as the standard. Word processed documents can also be saved as RTF (Rich Text Format) if you are in doubt. Also, all Windows based computers come with WordPad, which is a good basic word processor. Assignments submitted in a file format other than those available at the College are not valid. If you are uncertain, check well before the due date (preferably at the start of the assignment).



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9. Ensure that your anti-virus software is updated regularly. Virus infected assignments may not be accepted. Loss of assignments due to not keeping anti-virus software up to date is a risk that students accept, and the College takes no responsibility.
10. **Print copies of drafts as you work. This is also evidence of your efforts in the event that a mishap occurs.**

## Homework

### *Prep - Year 6*

#### General

The main purpose of homework is for children to practise independently new things they've learned through the day, so as to consolidate that learning. Homework is meant to be autonomous - that is when teachers set it, they expect children to complete it independently, without the assistance of an adult.

#### Time

The Coomera Anglican College Homework Policy states that no student would need to spend more than the following times each night on homework.

|               |            |
|---------------|------------|
| Prep - Year 2 | 20 minutes |
| Year 3        | 30 minutes |
| Years 4 - 5   | 40 minutes |
| Year 6        | 60 minutes |

Should a student consistently take longer than the stated times to complete his/her homework, parents/guardians are asked to contact their child's class teacher via the student diary or by telephone. So when is the best time to complete homework? No one best time suits every child. However, having a regular daily time helps. Choose a time that is not too late and fits in with family commitments. Allow your child a break for a snack and relaxation time prior to starting on homework. Some children prefer to complete homework in the morning before school when they are fresh. This is fine.

#### Attitude

Your attitude towards homework will certainly transfer to your child. Distractions during homework completion time also cause students' attention to wane and therefore work is not completed satisfactorily. Try not to have television on, keep sounds of chores, telephone calls radio etc. low so as to provide minimal distractions.



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## Tasks

Homework can contain various tasks. Students at Coomera Anglican College have reading every night of the week together with other types of activities. Some of these include: spelling word activities like Look Say Cover Write Check, writing words in sentences, dictionary meanings, alphabetical order. Mathematical activities can include: number facts, number sentences, solving problems, labelling, drawing, mapping activities on a current topic etc. Projects or research tasks should have set guidelines already established with children by their subject teacher or class teacher. If you take a little time in the beginning to guide your child, then each time a project or research task is set the assistance required from you will decrease.

## Reading

Home-reading is a programme that is designed to encourage children to read at home and to promote reading as a leisure activity. It also provides children with the opportunity to practise their reading skills in a warm, friendly and non-threatening environment. What is your role? In lower primary particularly, you are expected to listen to your child read the book. The activity is intended as a sharing activity and not a test where you correct every error. For older students they should read more independently from parents. However, children can still read aloud to parents although focussing on comprehension of the text is important. The best time of the day for children to read is just before children go to bed. Be enthusiastic and show encouragement towards reading.

## Environment

Where should children complete their homework? When children require your supervision, especially when there is more than one, the kitchen or dining room table serves perfectly well. However, as children move up through the College the need for a personal desk in a quiet space becomes necessary.

## Typing

Typing homework will consist of a typing programme or a typed response to the reading. Typing homework is to be completed each Tuesday for 20 minutes.

## Order

Homework does not need to be completed in any particular order. Allowing children the freedom to negotiate their own ordering of tasks provides them with control over their homework.

## If Experiencing Difficulty

When there is a problem, as with all class matters, it is best to go directly to the class teacher.



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## Homework Materials

Homework time runs a lot smoother when all the necessary materials are ready to access. Some families may find it easier to keep a separate box for each child with all the materials they require. One box with all the necessary materials for a whole family may also suit. Some things to include: pencils/pens, glue stick, scissors, stapler, scrap paper, coloured paper and cardboard scraps, sticky tape, atlas, calculator, protractor, compass, dictionary, ruler etc.

## **Years 7 - 12**

Regular homework for Secondary students not only encourages the consolidation of what has been learnt at school, but it also allows for the fact that students learn at different rates and have different needs. Hence a student's homework may vary on occasions from that of his/her peers. Daily homework gives parents/guardians an opportunity to encourage, express approval and relate positively to their children.

Students should complete set homework first and if time permits they should revise recent work. Suggested time for Secondary students is as follows:-

- Year 7** approx 1 - 1½ hours per night for 5 nights per week
- Year 8** approx 1¼ - 1¾ hours per night for 5 nights per week
- Year 9** approx 1½ - 2 hours per night for 5 nights per week
- Year 10** approx 2 hours per night for 6 nights per week
- Year 11 and 12** will vary - average 3 hours per night.

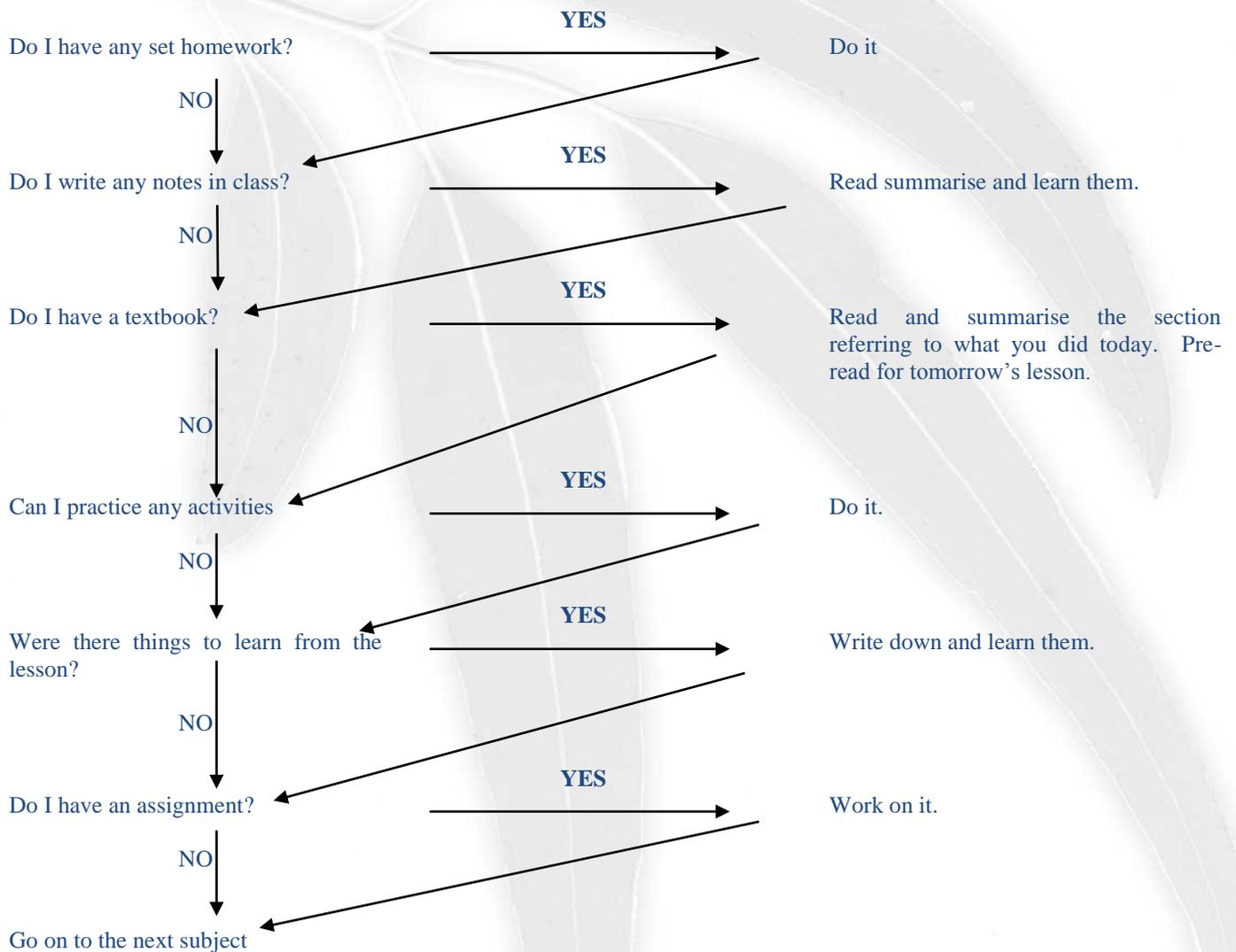
It is an expectation of the College that ALL students will devote this time to homework each evening so parents and students are urged to give careful consideration to the possible impact of out of College activities, such as part-time employment, on the student's capacity to keep up with homework commitments. A student who is not spending time on homework each night will experience difficulty performing to the best of their ability academically. Homework tasks are posted on the College Computer Network and are accessible to students and parents using Passmarc. The following diagram clearly shows that there is NEVER a time when students have "nothing to do".



# There is no such thing as no homework!

Set Homework + Assignment + Study = HOMEWORK

If you follow the flow chart below you will find that you will always have HOMEWORK to do in every class.



**You will rarely get to the end without finding some HOMEWORK you can do. Thinking about each day's lesson is part of your HOMEWORK.**



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## ***Homework Centre***

A Homework Centre operates in the Secondary Library each afternoon until 4.30pm. Secondary students are encouraged to use the time while waiting for parents or public transport constructively, starting on their homework. In addition, tutorials in Mathematics and English will be conducted by teachers in the library after school on Monday and Tuesday afternoons. All students are encouraged to consider gaining extra assistance in these key areas of study.

## **Student Café and Passmarc**

Upon enrolment, Years 7 - 12 students and their families are provided with information regarding home access to the College computer network via the College website. This offers students and their families access to relevant timetables, set homework and assignment tasks, exams and teaching staff email contact details. Teaching staff will also post useful resources on Passmarc for various subjects for students to access. Students are encouraged to access the College website every day to keep up with their assessment deadlines and homework requirements. An information session for parents is offered at the start of each year.

## **Student Organisation**

Students should always be well organised. Being organised is essential for success and achievement.

Student workbooks should be covered for protection in clear plastic/contact and kept in good order with the student's name marked clearly on the cover or first page. Only the appropriate entries are to be made. It is important that students understand that graffiti and the like, are not appropriate. Teachers are asked to regularly check on student tidy trays and lockers so that these are well organised.

Secondary students will need to learn to use their timetable and homework plan to arrange which books are to be taken home each evening and which are to be left in their locker to avoid carrying unnecessarily heavy school bags.

Parent support here is vital. Parents are asked to work with their children in this matter and help them to become independent and organised, however personal organisation is the student's responsibility.

## ***Workbook Guidelines***

### **Setting Out**

Formal setting out is required in all student books. This will include:

- A margin on every page (border on picture pages).



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- Date and a meaningful heading on each day's work and/or on each new section of work.
- All titles to be underlined.
- Blank pages are not to be left. Students are to commence new work directly after the previous work has been ruled off.
- Errors should be corrected by using an eraser or by ruling a line through the incorrect word(s).
- Diagrams, tables and graphs are to be drawn in pencil and, where possible, a ruler used.
- Students in Year 6 may use blue or black biro after permission has been granted by the class teacher. Students in Years 7 and above must not use pencil except for diagrams or where a teacher has granted permission.
- **Liquid paper is not to be used, nor is it allowed at the College.**

## ***Text Books***

Secondary students from Year 7 are given access to appropriate text books and reference materials through a Text Book Hire Scheme and the cost is included within the fee structure. Students are issued with all text books and printed resources they will use for the year under the understanding that they will be kept in good order and returned in good order at the end of the year. Each Text Book that is issued to a student by the College Library is linked with the student's name so it is important that students do not swap or loan their text books with others. Students must write their name in the space provided in the inside cover of each text book and **ENSURE THAT THESE TEXT BOOK/S ARE RETURNED IN GOOD ORDER AT THE END OF THE YEAR**. Students must understand that it is not appropriate to write in or on a text book (unless the text book is purchased by parents and designed as a work book which makes provision for student work to be written in it).

The cost of replacement for any hired text books not returned at the end of the year will be charged to parents (*a separate Text Book Hire Agreement is signed by parents and student upon enrolment to cover these conditions*).

Students who have outstanding items from the previous year will not be issued with new text books until these items have been returned, replaced or paid for in full.

## **Reporting**

Coomera Anglican College employs the following reporting techniques when reporting to parents:

- Written reports
- Parent / Teacher interviews
- External and internal testing



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- Work samples
- Homework
- Informal discussions with teachers

The College is committed to regular communication between teachers and parents about the on-going progress of children. Teachers are always willing to talk about and explain educational programmes and to discuss children's individual progress or other matters of concern. Parents are encouraged to contact the College or their child(ren)'s teachers as the need arises.

### **Primary:**

Primary teachers keep a folio for each student with work samples and assessment samples to use in reporting student progress to parents. A full written report on each child in the Primary Campus is issued at the end of Semester 1 and Semester 2 along with Folios. Parent/Teacher Folio only interviews are conducted late in Terms 1 and 3.

### **Secondary:**

The Secondary Campus issues an Interim Report at the end of Terms 1 and 3 and Semester Reports at the end of Terms 2 and 4. Parents are invited to discuss these reports with the teachers.

Parent/Teacher interviews are held for everyone in Term 1 and at the request of teachers or parents in Term 3 in the Secondary Campus. These interviews enable parents and teachers to discuss the progress and development of each child.

### **Parent/Teacher Meetings**

Parents are welcome to request an interview outside the prescribed "Parent/Teacher Interview" (*see "Semester Reports and Interim Reports"*) periods by writing a note to the class teacher or contacting them by email (*see Passmarc*). It is recommended that all parents meet with teachers at either or both of the Semester reporting periods or as requested by the teachers. Teachers will indicate on the report if they would like to meet with you or they may contact you by telephone to arrange an appointment if they feel it is needed.

### **Year Level Progression**

Where diagnostic tests and ongoing assessment indicates that an individual student is struggling to meet current course requirements, thereby failing to demonstrate an ability to meet the increased demands of the next year level, he/she may be required to repeat the year level. Promotion to a higher year level is not automatic and will only occur when student levels of performance and demonstrated ability support such a move. All factors are taken into consideration if such a move is recommended. Parents will be consulted during the course of the year prior to such a decision being made.



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If a student has shown ability significantly beyond their year level, acceleration may be considered, if appropriate, based on individual/personal assessment.