



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 support accurate and comprehensive reporting. As well, in collaboration with the Continuous Learning Teacher, we screen students for strengths and weaknesses to aid in developing programmes for individuals and groups.

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. An appointment may be made at any time to consult with the class teacher on your child's progress.

Secondary Assessment

Assessment is used for the purposes of evaluating learning, reporting student academic progress, diagnosing the needs of students and to assist teachers in evaluating the impact of teaching.

All students entering Junior Secondary undergo formal diagnostic testing to ascertain their learning needs. Diagnostic assessment may determine whether a student has fully understood and acquired prerequisite knowledge and skills appropriate to their year level and development needs. The results of this assessment will help determine whether further individual instruction, effort or support may be required. We utilise various tools of standardised assessment, including the federal government's Year 7 and Year 9 NAPLAN tests. These help us to closely monitor academic progress and the efficacy of our instructional programmes.

We utilise a wide range of formative and summative assessment techniques within our instructional programme. This contemporary approach enables assessment to be scheduled when it is of greatest value to teaching and learning, rather than, as is the case in more traditional schooling, only at the end of terms and semesters. Assignments, research and practical projects, individual and group presentations, and the creation of physical artefacts, enable students to demonstrate their knowledge and understanding under a range of engaging and authentic conditions. Traditional tests or examinations are also used to assess the learning of students.



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Work programmes and unit plans are written and periodically reviewed to ensure teaching and learning is of a high quality and that assessment is meaningful, relevant and gives students sufficient opportunity to succeed academically, to the best of their ability.

Assessment Planners

All assessment items are published in a Year Level Assessment Planner during the first week of each term and posted on the College Learning Management System (LMS), 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 i.e. family tragedy, accident or some other form of significant disturbance.

Draft and Plan Requirement

To assist students to avoid a situation where work is not submitted by a due date - **ALL** students are required to provide to their teacher a copy of their plan, or initial draft, at least **ONE WEEK BEFORE** the due date. This requirement will be detailed in the published assignment documentation. Students who, in the opinion of the teacher, are not sufficiently advanced in their planning, and/or drafting, may be detained either at lunch or after College to ensure they make the required progress toward completing the assignment successfully and that the final deadline can be met.



Effective Use of Computers for Completion of Assessment Items

It is the student's responsibility to submit assignments in the required format (either physical or electronic) on or before the due date. Equipment failure is not a valid reason for late submission of work, nor is failure to ensure adequate backups of student files. The following are excerpts from the College Student Diary, as such they are addressed directly to the student.

Following these procedures will reduce the possibility of equipment failure impacting students' ability to successfully submit assignments.

1. *Incorrect saving is a regular cause of problems for students. You must regularly save their work. This advice comprises three parts:*
 - *Any new file should be saved with a meaningful name in your normal document folders before work commences. At the College, students can save to their own home, or 'H', directory or use their OneDrive storage area. On home computers an appropriate storage area will probably be the 'My Documents' or 'Documents' folder. The preferred method when at the College or at home is for students to save to their OneDrive storage area as this is a business grade 'cloud' service which has a high level of reliability and can be accessed on any computer in the event of equipment failure.*
 - *Email attachment files should not be modified without first saving to the normal document area. Email attachments that have been modified without saving may be lost when the user logs out or closes the email application.*
 - *Save regularly - many (but not all) software applications have an auto-save function. However, a good rule of thumb is to save your work every 5 to 10 minutes. Under no circumstances should a person work for more than 20 minutes before saving. (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 HUMANITIES ASSIGN 20171121. After the next major change, save it as HUMANITIES ASSIGN 20171122, where the number code is the date. This will allow you to sort your versions by file name. This ensures that you can lose only a small amount of work if a file 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. *Never work only from a memory stick or portable storage device. Always save to your usual document area (H: drive, OneDrive or My Documents).*
4. *Backup all of your work (the 'Rule of 3'). The failure to submit an assignment or homework item due to corrupt or lost files is not acceptable as an excuse.*



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- **The Rule of 3** - You must back up your work in **at least three (3) places**. You should include OneDrive in your list of saving locations. Some examples of effective backup methods include nightly saving of all the files you are working on to:
 - Your OneDrive (1), your home computer (2), USB Memory Stick (3)
 - Your OneDrive (1), two memory sticks (2) (3)
 - Your College **eMind** device (1), a memory stick (2), your College email (3) {send the file to yourself - this only works for smaller files}
 - For large files (movies, large format digital artwork) - your home computer or **eMind** device (1), a portable hard-drive (2) and your OneDrive (3).
5. When bringing work to the College, ensure that you use a reliable memory stick. Using OneDrive as a backup area is advised.
 6. Many assignments are now submitted via Turnitin and PASSMARC over the Internet from any location. These systems have a closing date and time for each assignment. Ensure that assignments are submitted on time. (As these systems are automated, even one minute past the due time is too late). The time that these assignments are submitted is recorded by the systems. If assignments are brought to the College for submission, ensure that you have at least two working copies. For example, have a copy on a memory stick and another copy that has been saved to the H:drive on the College network. Of course, always keep a copy on your home computer (See the 'Rule of 3' above).
 7. If you are using email to send work to yourself then only use your College email account. Use the 'Rule of 3' and always have another copy on your One Drive and/or a memory stick - all email accounts have size limits for attachments and often large files do not email successfully.
 8. For complex or longer assignments consider printing copies of drafts as you work. This is also evidence of your efforts in the event that a mishap occurs.
 9. When working on assignments, check the finished file size before choosing your backup method. Graphics and movie files can become very large and may not fit on your memory stick. Make sure you give yourself time to find alternative backup and transportation methods for big files. Ask your teacher if you are having problems with large file sizes.
 10. 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 currently uses Microsoft Office and Office 365 as well as Adobe products such as Photoshop and Dreamweaver etc).
 - Modern versions of Mac software are either compatible with the same software made for Windows machines or can export files in a compatible format (look for 'export' or 'save as' functions that output MS Word)



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- ‘Open source’ word-processor and spread-sheet applications such as Open Office, will export basic files in Word or Excel formats (look for ‘Word’, ‘Rich Text’, ‘.doc’ or ‘.rtf’ for word-processor documents and ‘Excel’, ‘.xls’ or ‘.csv’ file types for spread-sheet files). Google’s Drive documents can also be downloaded in .doc and .xls formats.
- Test any complex files on College computers before the assignment submission date. Files with complex transitions, effects, macros or special formatting may not work as expected. Give yourself time to change your method if the files will not work satisfactorily on the College software.
- Assignments submitted in a file format other than those that are suitable for use with the software installed on College computers, are not valid. If you are uncertain, check well before the due date (preferably at the start of the assignment).

11. On home computers 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; the College takes no responsibility in these circumstances. Note - there is no need to update **eMind** device antivirus, this occurs automatically. If you notice any unexpected computer behaviour or suspect messages on an **eMind** device, report to the IT Helpdesk as soon as possible.

Homework

Prep - Year 6

General

The main purpose of homework is for students to independently practise 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 students to complete it independently, without the assistance of an adult.

Time

Coomera Anglican College Homework Guidelines state 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, email or telephone. So when is the best time to complete homework? No one time best suits every student. However, having a regular daily time helps. Choose a time that is not too late and fits in with family commitments. Allow



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your child a break for a snack and relaxation time prior to starting on homework. Some students prefer to complete homework in the morning before school when they are fresh. This is fine.

Attitude

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

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, and writing words in alphabetical order. Mathematical activities can include: number facts, number sentences, solving problems, labelling, drawing, and mapping activities on a current topic etc. Subject or class teachers should have established set project or research task guidelines for students.

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 students 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, students can still read aloud to parents although focussing on comprehension of the text is important. The best time of the day for students to read is just before going to bed. Be enthusiastic and show encouragement towards reading.

Environment

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

Order

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

If Experiencing Difficulty

As with all Class matters, if there is a problem it is best to go directly to the Class teacher.



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Homework Materials

Homework time runs more smoothly 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. As such, 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 recorded by the student in their College Diary and are often accessible to students by using PASSMARC. The diagram on the following page clearly shows that there is NEVER a time when students have "nothing to do".

Secondary Library

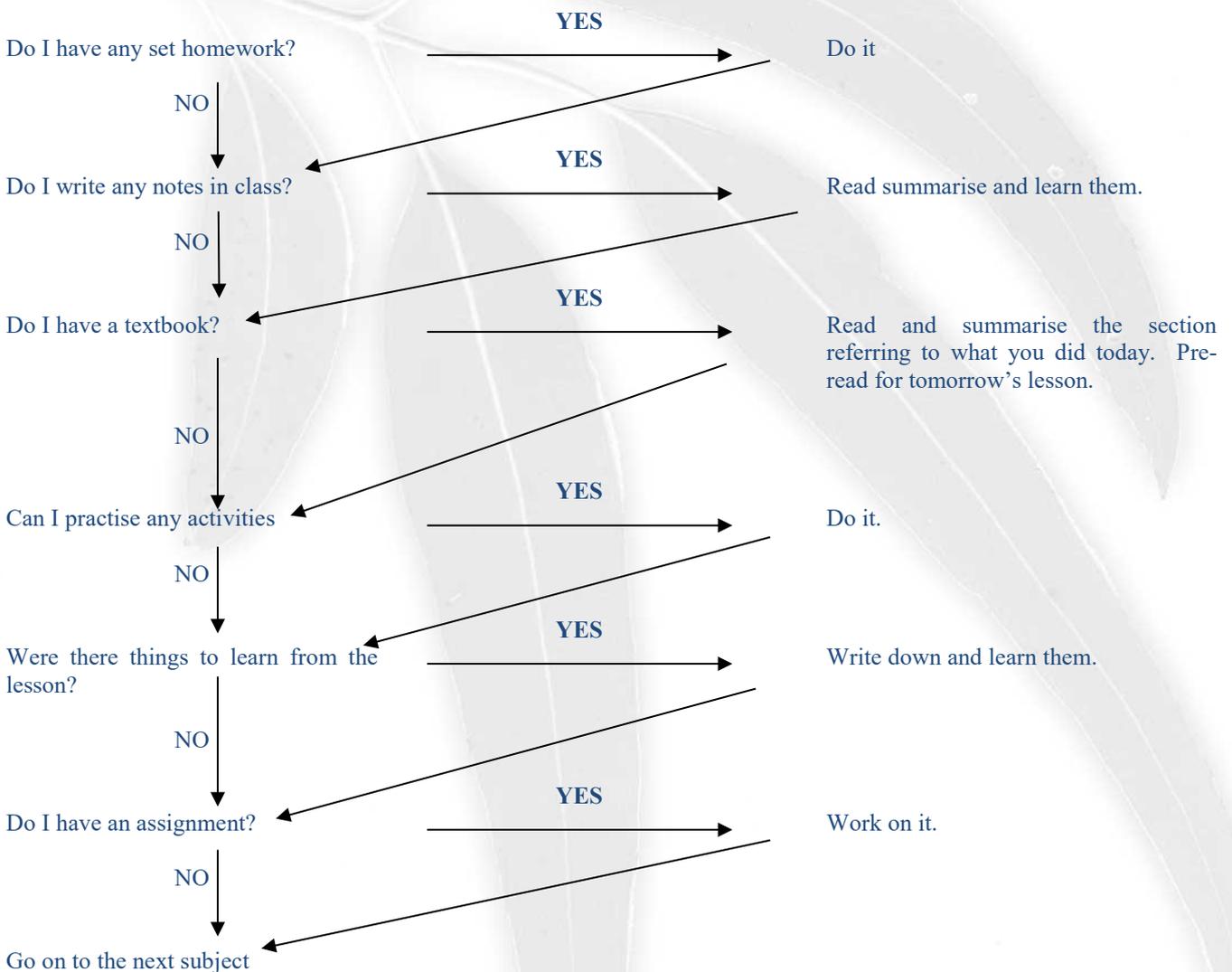
The Secondary Library is open until 4.30pm on Monday - Friday. Secondary students are encouraged to use the time while waiting for parents or public transport constructively by starting on their homework. In addition, tutorials in Mathematics are conducted by teachers after school on Monday afternoons.



There is no such thing as no Homework

Set Homework + Assignment + Study = Homework

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



Students will rarely get to the end without finding some homework to be done. Thinking about each day's lesson is part of a student's homework.



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Student Café and PASSMARC

On enrolment, students in Years 7 - 12 and their families, are provided with information regarding home access to the College computer network. This provides students and their families with access to relevant timetables, set homework and assignment tasks, exams and teaching staff email contact details. Teachers of various subjects will also post useful resources for students on PASSMARC. To enable students to keep up with their assessment deadlines and homework requirements, students are encouraged to access the College website/PASSMARC every day. 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 in clear plastic/contact for protection and kept in good order with the student's name marked clearly on the cover or first page. Only the appropriate entries should 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 coordinate which books are to be taken home each evening and which may be left in their locker. This will enable students to avoid carrying unnecessarily heavy school bags.

Parent support is vital in helping students become, and remaining, organised. Parents are asked to work with their children 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).
- 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.



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- 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 permitted at the College and is not to be used.**

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, with 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 to others. Students must write their name in the space provided in the inside cover of each text book. It is the student's responsibility to ensure that the 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 students on enrolment stating 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
- Work samples
- Homework
- Informal discussions with teachers



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The College is committed to regular communication between teachers and parents about the on-going progress of students. Teachers are always willing to talk about and explain educational programmes and to discuss a student'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 and assessment samples for use in reporting student progress to parents. A full written report on each student in the Primary Campus is issued at the end of Semester 1 and Semester 2 together with Student Foliios. Parent/Teacher Folio only interviews are conducted late in Terms 1 and 3.

Secondary

The Secondary Campus uses Progressive Reporting, which provides ongoing feedback to parents about student progress. Semester Reports are issued at the end of Terms 2 and 4. Parents are invited to discuss these reports with teachers.

In the Secondary Campus, Parent/Teacher interviews are held for all students in Term 2 and at the request of teachers or parents in Term 3. These interviews enable parents and teachers to discuss the progress and development of each student.

Parent/Teacher Meetings

Parents are welcome to request an interview outside of the prescribed "Parent/Teacher Interview" periods by contacting their child's Class Teacher, for Primary students; or their child's Pastoral Care Teacher, Subject Teacher or Head of Year for Secondary students. Parents may contact teachers by writing a note in their child's diary or by emailing the teacher direct. It is recommended that all parents meet with teachers at either or both of the Semester reporting periods or as requested by the teachers. If teachers feel an appointment is needed, they will indicate on the report that they would like to meet with you, or they may contact you by telephone or email to arrange an appointment.

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.

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