



COOMERA
ANGLICAN
COLLEGE

17 April 2018

Dear Parents/Guardians

INFORMATION ABOUT PORTFOLIO CHANGES AND PARENT TEACHER INTERVIEWS

As we begin another term, it is an important time for students to reflect on learning and the many positive experiences they have shared with teachers and peers throughout Term 1. Reflection, feedback and goal setting are all essential elements in building metacognitive students, primed for success in the future. As such, when you arrive for Parent Teacher Interviews in Week 3 of Term 2, you will notice some modifications have been made to the traditional portfolio structure.

The portfolio is an important resource to facilitate quality discussion between parents and teachers. Where in the past this was a collation of assessment pieces and rubrics, a new student centred approach has been adopted, allowing more meaningful discourse to occur around independent work samples. You will see that each work sample is coupled with a learning goal, criteria for measuring success, a student effort rating, written feedback from the teacher and areas for future growth.

During the Parent Teacher Interviews, teachers will be able to talk to you about the progress your child has made so far in 2018. Teachers at Coomera Anglican College are skilled at summarising information collated from formative and summative assessment to give you a clear understanding of how your child is progressing and how you can support their learning and development from home. All summative assessment is returned to students once marked to provide meaningful feedback. This is then stored in student workbooks and sent home at the end of the College year. Individual marking rubrics are collated and used by teachers to target future planning and instruction. Parents are welcome to view individual assessment items and rubrics by booking ongoing meetings with classroom teachers. This provides the opportunity for teachers to explain how grades are assigned to each task based on student performance against the relevant sections of the Achievement Standards taught and assessed throughout the term.

When viewing student report at the end of Semester 1, parents of students in Preparatory to Year 2 will notice a small change to the language used to assess student progress. Instead of using letter grades, a five-point scale will be represented with the words below:

E	D	C	B	A
Emerging	Developing	Demonstrating	Advancing	Extending
Beginning to work towards the achievement standard	Working towards the achievement standard	Demonstrating the achievement standard	Working beyond the achievement standard	Extending with depth beyond the achievement standard

This is to ensure the language used to formally report on students in the Early Years is both positively framed and based in a growth paradigm.

We look forward to seeing you for Parent Teacher Interviews in Week 3. The booking portal will be open from 7.00am on Saturday 21 April.

Yours sincerely



Miss Lisa Shaw
HEAD OF TEACHING AND LEARNING P-6