

Summative reporting

Warnbro Community High School

Since 1995, Warnbro Community High School has addressed the problem of devising a written report suitable to meet the requirements of the Student Outcome Statements. The central concepts integral to teaching and learning were paramount in the evolving nature of the report. Therefore the integrity of the eight learning areas had to be appreciated within a framework that provided information to parents.

In 1999, the report has been fully computerised and different formats are available. In years 8 and 9, the school has developed a four-page document, and in year 10 a three-page format. Both reports, however, pay close attention to identifying the strands being taught and the levelling process. Both work in conjunction with a portfolio of work that is essential for clarification to parents and is also an accountability tool.

In years 8 and 9, the school develops assessment tasks designed for students to acquire knowledge in multiple subject areas while emphasising the development of process skills. These cross-curriculum learning skills were identified by staff and are fundamental to the planning of curriculum, and are also the integrating links between the learning areas.

		Year			
		Seldom	With supervision	Usually	Consistently
Investigating	Students can:				
Planning	Students can:				
Producing	Students can:				
Evaluating	Students can:				
Communicating	Students can:				

Figure 61: Warnbro Community High School cross-curriculum learning skills report pro forma

Outcome Level Report		Year	
The Arts	Level	English	Level
Communicating Arts Ideas		Speaking and Listening	
Using Arts Skills		Viewing	
Responding Reflecting Evaluating		Reading	
Understanding the role of Arts in Society		Writing	
Health and Physical Education		LOTE	
Concepts for a Healthy Lifestyle		Listening, Responding, Speaking	
Skills and Physical Activity		Viewing, Reading and Responding	
Self Management Skills		Writing	
Interpersonal Skills			
Mathematics		Society and Environment	
Working Mathematically		Investigating, Communicating, Participating	
Space		Place and Space	
Measurement		Resources	
Chance and Data		Culture	
Number		Time Continuity and Change	
Algebra		Natural and Social Systems	
<div style="border: 1px solid black; padding: 2px;"> Although students study Algebra on a regular basis, they do not attain an outcome until they reach Level 5 </div>			
Science		Technology and Enterprise	
Investigating Scientifically		The Technology Process	
Earth and Beyond		Materials	
Energy and Change		Information	
Life and Living		Systems	
Natural and Processed Materials			

*** indicates the Outcome was assessed last year or will be assessed next year

The researched skills are:

- ◆ Investigating
- ◆ Planning
- ◆ Producing
- ◆ Evaluating
- ◆ Communicating.

They have provided teachers with the necessary framework to develop integrated programs and are fundamental to learning in all curriculum areas and to effective performance both in school and beyond.

Each learning team at Warnbro identifies the skills it will concentrate on and then enters them onto the report sheet via a computer. For example, under 'Communicating', a learning team may wish to place 'working in groups' as a required learning skill.

The reporting of levels is another section of the report package. Each learning team is expected to identify the strands it is covering in a particular semester. These are then placed on the report under the appropriate learning area, thus enabling each team to tailor its reports to the actual work being covered at the time. This task is completed by the teachers via computer in their work areas.

Each learning team is expected to cover all the strands over a two-year period, but the organisation is determined by the teams themselves.

Coupled to this sheet of the report is the Student Progress Report, and this gives information to the parents concerning achievement, behaviour and contribution. Teachers use the computer to tick the various sections and then this is followed by a learning team comment that all teachers sign and take responsibility for.

Student Progress Report		Year		
	Achievement	Behaviour	Contribution	
Arts				
Information Technology				
Health				
Physical Education				
Mathematics				
Food				
English				
Materials				
Science				
Society and Environment				
LOTE				
Learning Team Comment				

Figure 62: Warnbro Community High School report pro formas

The final section is the Student Self Evaluation. This is based on the Student Charter generated by the students and reviewed every two years. Students are given time in class to comment, including the chance to draft their comment once before entering it.

Warnbro has also developed a comprehensive portfolio policy to reinforce this report. This is used to verify the teachers' judgement of learning outcomes and provide both parents and students with a valuable source of information in terms of what is required to move to the next outcome.

The portfolio policy states that each piece of work in the portfolio needs to indicate the strands being targeted. The portfolio should also include the marking key/criteria being used to assess the student's work. Teachers' comment was needed to indicate to the student how a particular outcome had been achieved and how further development could occur.

To verify a level of achievement, there should be evidence from a number of different sources, for instance:

- ◆ a record of an interview;
- ◆ a cover page for a practical piece of work; and/or
- ◆ a teacher observation record.


Parents at Warnbro expect to see at least three pieces of evidence to demonstrate achievement of a consistent level of performance throughout the semester. Thus, a level does not solely depend on portfolio contents.

The distribution of school reports is via a teacher/parent interview where the parent views the portfolio to understand the levelling process.

Warnbro has dealt with the issue of informing parents and the community as to what the levels mean and what they can expect a level to lead to when a student leaves school. The school has negotiated with TAFE that at the end of year 10, students achieving a Level 4 can meet low-level entry course requirements. It is expected that a student wishing to pursue a TEE course would have a minimum Level 5 to enter any

course except such high-status subjects as Physics, Chemistry, English Literature or Calculus etc., for which the school suggests at least a Level 6 or 7 would be essential.

To help parents to come to terms with the levelling process, Warnbro also offers workshops aimed at informing them of the *Curriculum Framework* and why the portfolio of work is an essential tool to use in conjunction with the school report. These workshops are interactive and give the parents the opportunity to actually go through the process for themselves.



STUDENT SELF EVALUATION

STUDENT NAME: «FIRST_NAME» «SURNAME»
«FORM»

STUDENT CHARTER	
Rights	Responsibilities
<p>Everyone has the right to:</p> <ul style="list-style-type: none"> • Learn • Have Fun/Participate • Speak Without Fear Of Ridicule • Feel Safe 	<p>Everyone has a responsibility to:</p> <ul style="list-style-type: none"> • Try Their Best • Set A Good Example • Listen To Others • Respect Others

SUCSESSES

What were some of the successes I experienced at school this semester?

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GOALS

What might be some future goals for my performance at school?

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"I am because we are:"

Figure 63: Warnbro Community High School student self evaluation pro forma