

# Online Reporting to Families & Whānau



## Current Report Model

For some years there has been a suggestion that our current report model is in need of updating. Some of the reasons for this include:

- It is summative; it is reflective on what has been achieved late in the course/year.
- It records achievement in multiple standards or achievement objectives (N, A, M, E), but only provides an overarching singular comment about the years' progress.
- It is not cumulative. It does not record ongoing achievement.
- It is not "live" (reflecting progress as it is made).
- It is not adaptable; for example it is tied to program assessment rather than student achievement, if the learning and achievement activity is not appropriate to the student a NA is recorded against the student, and it cannot be differentiated against curriculum level.

As a school, we have been working on a more flexible system, the Learning Program. We plan to use this system for the first time this term.

## New Learning Program

We believe the Learning Program will offer many advantages over traditional reports, for example:

- Is formative and summative; ongoing commentary of students' engagement and achievement can be entered by staff & seen at any time during the year.
- It will be on-line and cumulative. Parents & students will be able to view it throughout the year and across years. It will be a longitudinal record of a student's learning & progress.
- The achievement categories are determined by subjects/departments and are modifiable, for example can include Key Competencies, and changes in curriculum level.
- Includes Teaching and Learning programme information alongside assessment.
- Teachers' commentary can be added to anytime during the teaching and learning programme

## Timeline

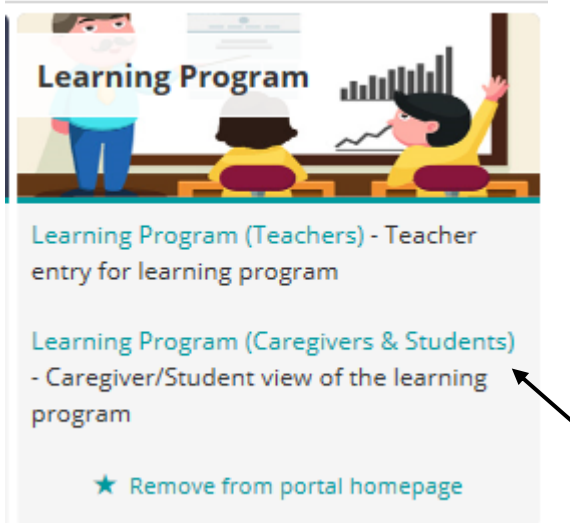
| Term 2 |           |   |
|--------|-----------|---|
| W8     | Mon 18/6  | <ul style="list-style-type: none"><li>• Data for Senior students (Yrs 11, 12 &amp; 13) live on ParentPortal</li><li>• <a href="#">Commentary</a> now permanently live</li></ul> |
| W10    | Fri 6/7   | <ul style="list-style-type: none"><li>• Data for Junior students (Yrs 9 &amp; 10) available</li></ul>   |
| Term 3 |           |   |
| W2     | Weds 1/8  | <ul style="list-style-type: none"><li>• Senior Parent/Teacher Conferences 4.30-7.30pm</li></ul>   |
| W5     | Weds 22/8 | <ul style="list-style-type: none"><li>• Junior Parent/Teacher Conferences 4.30-7.30pm</li></ul>   |

## Attendance

- Attendance data is available via the portal & will not be included in the Learning Program

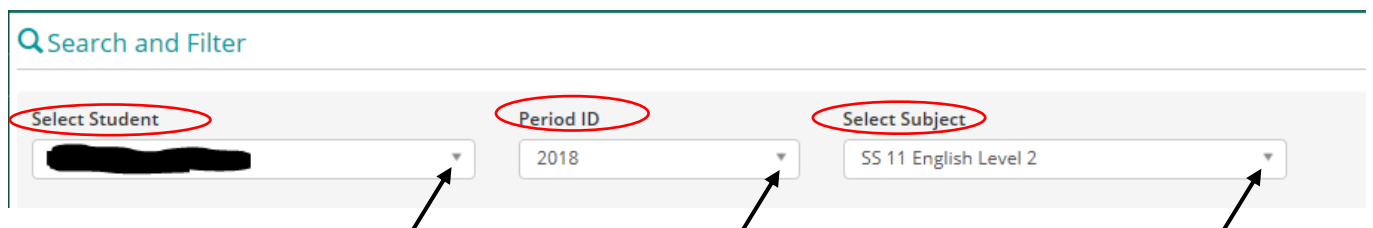
## USING THE LEARNING PROGRAM

1. Locate the Learning Program Tile that you will see when you log into Spider. Click on [Learning Program \(Caregivers & Students\)](#)



2. **Selecting your student**

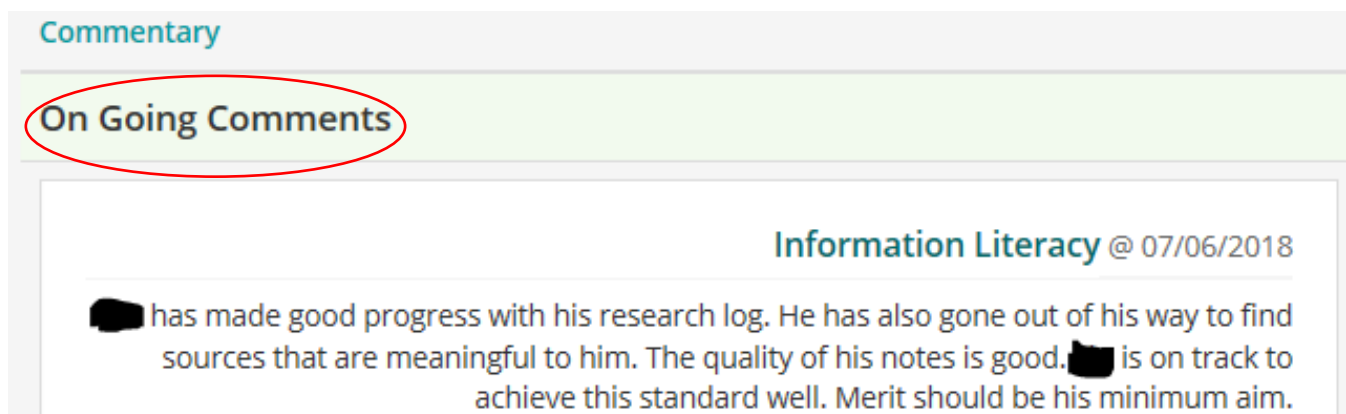
The Learning Program will give you access to the data that teachers have entered for your child/ren. There are dropdown boxes, where you can select which child's data you wish to view, which year (only 2018 data is in the Learning Program) & which subject.



3. **Teacher Comments**

Underneath the dropdown menus, there are a variety of comment boxes available to staff. At this stage, staff have been asked to make either a general comment about students (similar to the usual mid-year report comment), or a more specific comment directly relating to an Achievement Standard (Seniors) or to an Assessment Area (Juniors); some staff may have done both.

- **On Going Comments** – this is for a general overall comment about a student's performance in that course.



- **Specific Comments relating to assessment**

- Achievement Standards (seniors) – each standard in the course has its own box, where staff are able to make specific comments related to that standard. Current grade data is listed to the right of the comment box.
- Assessment Areas (juniors) - each assessment area in the course has its own box, where staff are able to make specific comments related to that area. Current grade data is listed to the right of the comment box.

Example of a specific comment relating to a Yr 12 Achievement Standard

Demonstrate understanding of advanced concepts relating to managing shared information within information systems

Mid Year @ 06/06/2018

██████ has submitted his AS91367 external report for formative assessment. At this stage the grade is a ██████ ██████ must provide greater detail on Onslow College's network drive structure and file and folder permission including MicroFocus rights. I look forward to receiving a greatly enhanced report for external assessment based on the feedback he has been given.

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Commentary

+ Add running commentary

Leads to NCEA Level 2

AS91367

Digital Technologies 2.40 - Demonstrate understanding of advanced concepts relating to managing shared information within information systems

Assessments

Final Grade

Exam Grade

**Achievement Grades:**

|               |                   |   |
|---------------|-------------------|---|
| <b>N:</b>     | NOT ACHIEVED:     | Not yet displayed learning to Achieved level.           |
| <b>A:</b>     | ACHIEVED:         | Has displayed basic level of skills and understanding.  |
| <b>M:</b>     | MERIT:            | Has displayed good level of skills and understanding.   |
| <b>E:</b>     | EXCELLENCE:       | Has displayed a high level of skills and understanding. |
| <b>DNC:</b>   | DID NOT COMPLETE  | The assessment has been offered, but not completed.     |
| <b>BLANK:</b> | NOT YET ASSESSED: | To be assessed later in year.                           |

**4. Attitude Grades**

All students have been given grades for Classwork/Homework/Organisation & Behaviour, as in the past. These grades can be viewed to the right of the comment boxes.

Classwork

Assessments

Term 1

Term 2

Term 3

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Homework

Assessments

Term 1

Term 2

Term 3

**EXPECTATIONS:**

|                      |   |
|----------------------|---|
| <b>Classwork:</b>    | Completes classwork to best of ability    |
| <b>Homework:</b>     | Completes homework to best of ability     |
| <b>Organisation:</b> | Comes to class with correct equipment     |
| <b>Behaviour:</b>    | Allows others to learn without disruption |

Each criterion is given a grade of: 1, 2, 3 or 4, as below.

**GRADES:**

1. Always meets expectation. No improvement needed.
  2. Usually meets expectation. A little improvement needed.
  3. Often does not meet expectation. Some improvement required.
  4. Rarely meets expectation. Significant improvement required.
- NA** Not applicable to this subject.

**5. Additional features**

- **Course information** - some subjects may have added information about the activities completed by students during the course. This is a work in progress & an area for further development.

Use visual communication techniques to compose a presentation of a design

@ 05/06/2018

has successfully completed the presentation of his study into a selected design era. He shows evidence of some planning and has used visual communication techniques to compose a skilful presentation that integrates presentation techniques and the application of compositional principles, modes and media in a cohesive presentation. His presentation is leans heavily on the influence of his selected designer, Simon Stalenhag.

Design Era Study

Leads to NCEA Level 2

AS91343

Design and Visual Communication 2.36 - Use visual communication techniques to compose a presentation of a design

Assessments

Final Grade Merit

- **Parent/whānau comments** – the Learning Program allows you to add a comment to your child’s commentary, should you wish to do so. This could be a word of encouragement to your child, or an observation about their learning. This facility is not intended as a way of contacting the teacher, which you are very welcome to do via email/phone. You can leave a comment by clicking on the button directly under the commentary box.

[+ Add running commentary](#)