Tranby College Reporting Process

We have changed the semester reports to make them more effective as part of the whole reporting process for both the students and parents.

In your report you will see:
1. a five point scale (either words or grades) indicating the level of achievement in each learning area;
2. a four or five point scale indicating work habits and application to learning; and
3. a pastoral comment that describes the way in which the student interacts with their teachers and peers and their participation in the life of the College.

Subject or learning area comments are no longer part of these reports. This is not because we don’t think it is important to give students this sort of feedback about their learning. On the contrary, it is because we believe that it is incredibly important to give students as much feedback as possible about their learning but that report comments are a very ineffective way of doing so. Report comments are really very passive. They are written in a very formal, condensed way, they often end up saying almost nothing that is meaningful and they do little to engage a student in the learning process.

We want our students to be actively engaged in their learning. We want them to think about what they are learning and how they are learning and to ask questions about what they need to do to improve their learning. But this happens much more effectively in face-to-face conversations than it does through a formal report document.

The semester reports will be used as the basis of conversations with students and their parents to talk through what the results and grades actually mean and what the student now needs to do. In other words, three way conferences and conferences just between teachers and students will become much more significant.

Increasingly we are thinking about a whole reporting process that gives feedback about student learning to students and parents throughout the year, not just at “report time”. To be effective this feedback must include information about:

- where the learning is going;
- the standards against which it will be judged;
- where the student is on the learning journey; and
- what they need to do next to make further progress.

All of the following form the Tranby College Reporting Process:
- semester reports;
- interim reports;
- three way conferences;
- learning journeys and learning exhibitions;
- portfolios of various kinds;
- teachers conferencing with students about their learning;
• students reflecting on their learning and setting goals, e.g. in their Organisers/Diaries;
• teachers communicating with parents about learning successes and challenges;
• course and syllabus outlines that describe what will be learnt during the semester or year and the standards that students will be assessed against; and
• parent information nights of various kinds.

The Timeline for the Reporting Process at Tranby in 2011 is published on the website, under publications. A parent forum was also held on June 8 to talk to parents about what we know about students who are successful learners and to discuss the reporting process as part of this.

We believe that this renewed emphasis on conferencing and communication as the central focus of our reporting process will help our students to learn more effectively- which is of course the core aim of all that we do at Tranby. As always, your comments and feedback will be appreciated.

Jo Bednall
Principal

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