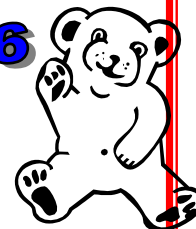




# Curriculum Chatter

No. 4 2006



## Reporting to Parents

### New Report Cards?

At the end of 2005 Croydon Hills attended Departmental briefings where schools were given the option to 'opt in' or 'opt out' of introducing the new report card formats in 2006. At this stage the software had not been developed that supported the implementation and our school decided to wait until 2007 when the process had been trialed and tested properly. Our decision was a wise one considering that current technology and implementation difficulties will mean that some schools that 'opted in' will need to delay the distribution of the new reports.

### New Student Report Advertising Campaign:

With only 600 schools involved in the new reporting system the current advertising refers to only about one-third of all schools in Victoria but creates an impression that all schools will be using the reports. Croydon Hills along with most other schools will begin to implement the new reports in 2007.

### Croydon Hills 2006 Reports to parents

Croydon Hills will continue to use their current reporting format until the end of 2006. This is not so dissimilar to the new reporting system. There have been changes to terminology to incorporate reporting against the new Victorian Essential Learning Standards (VELS) standards. Our portfolios will also reflect the VELS, and all assessment tasks from the beginning of Term 2 have been planned and developed using criteria / progression points taken from VELS levels.

Reports and portfolios will be sent home on Friday 9<sup>th</sup> June. This coincides with the Queens Birthday weekend so parents will have 3 days to view and discuss their children's reports and the portfolio samples which support and inform the written reports. Parent/Teacher interviews will then take place in the following (last) week of term.

## Teacher Professional Leave

### What is Teacher Professional Leave?

Teacher Professional Leave, a Blueprint initiative, aims to build teacher capacity. It provides teachers with flexible opportunities to enhance their classroom practice and contribute to school and system improvement. Funding is being provided to schools to enable staff to undertake professional learning leave, ranging from a minimum of four to ten weeks. This leave can be taken as a continuous block or be spread over time, or as a combination of the two. Both individual and team learning benefits student learning. In many cases teachers are taking the leave in teams - either within a school, across a region or within clusters – to support the school strategic goals and priorities.

### Is your child's teacher on Teacher Professional Leave?

Four of our teachers applied for TPL at the end of 2005 and we were successful in achieving CRT funding for 25 days per teacher to be used by June 2006.

Marg Jury, Noeleen Slattery, Cheryl Waters and Mandy Thatcher are working on projects which involve Maths and Relational Learning. The project involves teams from all levels and the days are being used to research and set up learning programs which will improve the learning outcomes for students in all these levels.

Our teachers have chosen to take the leave spread over time. Teachers involved in the project plan and provide lessons for replacement staff so that there is no disruption to student learning programs

We will provide more details of the project as it is developed and completed.

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