



Assessment and Reporting

We use the Early Years Learning Framework - Belonging, Being and Becoming.

The five learning areas are:

- Children have a strong sense of identity
- Children are connected with & contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators



The Reporting Process

- During your child's time at kindergarten they will work in small groups.
- In these small groups, they will be provided with a wide variety of activities including language and literacy, numeracy, cooking, music, protective behaviours and group games. Each staff member observes the children and documents their learning. We discuss children's progress, interest, skills and interactions regularly at staff meetings.



• All families are encouraged to use the SeeSaw app to see updates of their children's learning, important information and calendar updates. Educators share posts weekly with photos, learning examples and information about the learning.

- Information regarding your child's progress and participation in their small group can be accessed through the staff member responsible for your child's group or the Director. We keep track of your child's progress through a variety of observations and assessments such as phonological awareness, language development and speech. These all form part of their final Statement of Learning. You are welcome to make an appointment to discuss your child's progress during the year.
- At the end of the kindy year all parents receive a Statement of Learning detailing the achievements of your child. After you sign it parents receive a copy and one copy is sent to the school of your choice and a copy stays on file at the kindergarten.
- Children who will be going to school in the 3rd term intake at selected schools will not receive a Summative Report but a smaller version as we will not have the time to gather the information and data we include in the more substantial Summative report.