



Reporting – Procedure

Rationale:

Comprehensive reporting of school and student performance aids in

- Establishing open communication
- Improving and supporting student learning
- Determining future direction
- Identifying areas of strength
- Identifying areas for further development

Aims:

- To report school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Related Policy:

- This policy has been written to comply with the ACT Department of Education Reporting on Student Achievement and Progress to Students and Parents Policy, and should be read in conjunction with it.

Implementation:

- Schools are responsible for reporting on student achievement to the students themselves, to parents, other teachers and schools, and to the School Board through the annual report.
- Each year our school will provide parents with at least two written reports on student achievement.
- Written reports (K-6) will include achievement in relation to curriculum standards in all key learning areas, an indication of strengths and areas for further development and strategies to support learning
- Written reports (Preschool) will include identified skills aligned to Early Year Learning Frameworks.
- Staff will participate in moderation during professional learning team meetings.
- Staff will provide opportunities for three formal parent/teacher interviews per year (K-6).
- Staff will provide an interview for Preschool students in Term 4 of the year prior to their entry to preschool
- Staff will participate in professional learning coordinated by the Department to gain information on all aspects of national student performance levels for effective reporting to parents and students
- Staff will provide information to parents on curriculum, the school's report format, and the assessment processes.
- The school will assess the achievement of students with disabilities in the context of the curriculum. The Special Needs Team will help develop Individual Learning Plans containing learning goals for each student. Progress towards learning goals will be reviewed and reported by the Special Needs Team.



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Forms of Reporting:

Written Reports

- PIPS Summary Report for Kindergarten students** **Mid Term 2 and Term 4**
Produced centrally from PIPS data
- A-E Reporting – Summary Report template for Years 1 – 6** **End of each semester**
A grade [A-E] will indicate a child's achievement of the knowledge, skills and understandings expected as a result of the programs of work delivered in the key learning areas in the classroom.

A clear explanation of expectations for each grade A to E is attached in Theodore Primary School – Teacher Interpretive Guide.
- Reporting Page for K-Year 6** **End of each semester**
School page of report will include
 - Social development/Work Habits Checklist.
 - Comments on strengths, areas for development and strategies.
 - An indication of the student's effort towards their learning
 - Attendance**Reporting Page for Preschool**
 - Social development/Work Habits Checklist
 - Identified skills aligned to the Early Years Learning Framework
- System Assessment Reports** **Term 4**
Results from system assessment for students in Years 3 and 5 – NAPLAN

Learning Journey

A Learning Journey is an opportunity for students to demonstrate, in a structured way, the knowledge, skills and understandings they have achieved across their class program.

A Learning Journey

- Is a way for students to share learning experiences of their choice with parents/carers
- Is a way of informing parents/carers about their child's learning
- Provides an insight into each student's development, particularly in oral language
- Provides an overview of the child's classroom experiences
- Teaches children to reflect on their learning

Steps involved in the Learning Journey

- Class reflects on the learning activities and what was learnt during the term
- Students consider and decide which outputs, (for example: displays, charts, poems, big books and equipment) could be included in the Learning Journey
- Students plan, prepare and rehearse their Learning Journey
- At the advertised time, students take their visitors on the planned Learning Journey around the school
- Students are provided with constructive feedback on their Learning Journey from their visitors

Suggested items students can include in their Learning Journey

- Written activities
- Different displays around the room
- Goals the child has achieved
- Computers eg pod cast, PowerPoint presentation



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Interviews

Preschool Interview

During term 4 (the year prior to entry to the preschool); parents/ carers are invited to meet with the preschool teacher to:

- Establish links with families
- Gain vital information about students to allow for seamless transition

Term 4 Year prior to entry

Goal Setting Interviews K-6

During term 1, parent/carers are invited to meet with the class teacher to discuss their child's learning as well as to share any relevant information about the student's social, physical, emotional and academic development. During this interview learning goals will be set for the year by the student, parent and teacher.

Week 8-9 Term 1

Following Written Reports

Written reports at the end of each semester will always be accompanied by an invitation for parent/teacher interviews. Teachers will provide a list of available appointment times at the midyear reporting period.

At end of each semester

As Requested

As soon as an issue with a child's education becomes evident, parents/carers will be informed and invited to discuss concerns with the appropriate school personnel. Equally important, parents/carers are requested to contact the school as soon as possible should issues concerning their child's education arise.

As requested

Informal Reports

Informal reporting to parents might include: telephone calls, emails, awards, student led conferences, parents/teacher conferences, open days, assemblies, communication books, notes, happy grams, homework books, newsletter.

As required

Evaluation:

The Theodore Primary School Reporting Procedure will be reviewed as part of the school's four year review cycle, or at any time when the Department of Education and Training policy changes could influence reporting practices in schools.

This procedure was last ratified by School Board in August 2013