

REPORTING TO PARENTS

Procedures



Purpose:

To provide parents/caregivers and students with formal and informal information and feedback which is regular, consistent and timely. The reporting processes will include information on student progress, achievement, values, attitude, behaviour and effort and are in line with Department of Education Department guidelines.

Rationale

An effective partnership between parents and staff enhances the opportunities to improve student outcomes. Therefore, it is understood that ongoing communication between parents and teachers about student progress, welfare and personal development will be beneficial. This includes important feedback in a three-way (student/teacher/parent) process with a significant focus on *shared responsibility* between the teacher and parents.

Guiding Principles:

- Staff will use the Western Australian Curriculum K – 10 Curriculum, CPS Curriculum Assessment Schedule, Business Plan, School Based Operational Plans and overviews to guide teaching, assessment and reporting complying with the SCSA and Curriculum, Assessment and Reporting in Public School Procedures.
- In addition to formal reports, there will be a range of informal reporting including evidence of everyday work, interviews and where appropriate, emails, telephone contact and parent/teacher meetings.
- Teachers will engage in school-based data collection and moderation processes to ensure consistent judgements relating to student achievement.
- Teachers will use the RTP to report on student achievement in all learning areas as prescribed by Churchlands Primary School 'Reporting to Parents Schedule'.
- Teachers will use: NAPLAN, SAIS, School focused formal assessment tools: ACER – PAT Assessment tools, Brightpath – Writing and Mathematics, Minilit (For early intervention), class formative and summative assessments and teacher judgement to plan for improved learning inclusive of all students.
- The reporting process will involve parents, students, teachers and Department of Education (DoE).
- Staff will report to parents where it is identified that students are at educational risk and provide timely information regarding their learning program and progress. This will be attended to through the formal reporting process, IEPs and/or by teacher or parent request.

Statement of Intent

Over the course of the year parents will receive the following forms of reporting:

What	Expectations
Formal Reports: Semester One and Two Years K – 6	<ul style="list-style-type: none"> Grades only for curriculum areas, including strands General Comment that includes: <ul style="list-style-type: none"> Brief overview of English and Maths focused on achievement/effort/progress and/or a future focus/goal. Aspect of attitude, behaviour and effort and/or future focus/goal. 1400 character limit (RTP Limited).
SEN Reports: For identified students	<ul style="list-style-type: none"> Included with semester formal reports.
SEN Meetings: For identified students	<ul style="list-style-type: none"> Termly teacher/parent meetings, discussing IEP. Case conference meetings, including parents, teachers and allied professionals, scheduled 'as required.
EAL/D: For identified students	<ul style="list-style-type: none"> EAL/D progress maps levels to be included with the semester formal reports.
Other Informal reporting expectations	<ul style="list-style-type: none"> Seesaw termly overviews of class curriculum focus. Seesaw class learning-based communication (throughout the term). <ul style="list-style-type: none"> Teacher Updates Learning samples Selected end-of-term evidence of student achievement/progress, which may include work samples: <ul style="list-style-type: none"> Writing pieces, updated reading rubric, maths topic assessments, other curriculum topic assessments etc. Individual 2-way communication at the request of teacher or parent (provision of total 4 hours to be used throughout the year in addition to DOTT meetings) including: <ul style="list-style-type: none"> interviews/meetings, telephone calls, online written communication. A whole school Learning Journey event. School wide Parent Forums/Workshops to support curriculum direction and implemented programs.

Glossary of Terms

ACER: Australian Council for Educational Research	Reporting to Parents Schedule: School based guide to curriculum focus areas for each year
EAL/D: English as an additional language/dialect	RTP: Reporting to Parents: Education Department online system which teachers use to record progress, achievement, behaviour, attendance and student information.
IEP: Individual Education Plan	SAIS: A Department Data system that provides schools with in-depth analysis of NAPLAN to support school planning.
NAPLAN: National Assessment Program for Literacy and Numeracy, which are the Nationwide assessments in English and Mathematics completed in Years 3, 5, 7 and 9.	SCSA: School Curriculum and Standards Authority. Responsible for setting standards of student achievement and for the assessment and certification of student achievement according to those standards
PAT: Progressive Achievement Test	SEN: Special Educational Needs

Review date: Term 3 2024

Ratified by School Board: Term 3 2024

Next review date: Term 3 2027