



WINTHROP PRIMARY SCHOOL

Reporting to Parents Policy

Purpose:

To provide parents/caregivers with information which is regular, consistent and timely. The reporting processes will include information on student progress, achievement, values, attitude, behaviour and effort.

Principles:

Reports and feedback will comply with state and national standards.

Reports and feedback will be communicated in different forms to suit the needs of all parents.

The process will be timely and regular.

The reporting process will involve parents, students and teachers.

The process will be inclusive of all students.

Procedures:

Staff will use the Australian Curriculum, Western Australian Curriculum Framework and school based overviews to guide teaching, assessment and reporting in the eight learning areas identified in the Australian Curriculum. These being;

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Languages
- Health and Physical Education
- Technologies

Staff will formally report to parents in accordance with the School Curriculum and Standards Authority (SCSA), Curriculum and Assessment Outline, 2013.

In addition to formal reports, there will be a range of informal reporting including evidence of everyday work, interviews and where appropriate, emails and telephone contact.

Teachers will engage in school based data collection and moderation processes to ensure consistent judgements relating to student achievement.

Teachers will use the Student Information System (SIS) to report on student achievement in all learning areas as prescribed by Winthrop Primary School 'Reporting to Parents Schedule'.

Teachers will use the National Assessment Program Literacy and Numeracy (NAPLAN), Student Achievement Information System (SAIS), Educational Assessment Reporting System (EARS), and teacher judgement to plan for improved learning inclusive of all students.

Staff will report to parents where it is identified that students are at risk and provide timely information regarding their learning program and progress. This will be attended to through the formal reporting process and by teacher or parent request.

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

- Two formal system reports: Semester One and Two in Years 1 – 7.
- Pre Primary Work Sample Books: Semester One and Pre Primary Report in Semester Two.
- Samples of work each term in Kindergarten.
- Students at Educational Risk (SaER) Reports: These are modified reports prepared to reflect special programs.
- English as an Additional Language or Dialect (EAL/D): Students receive specific EALD grades and comments related to the English area of the Semester Reports.
- An open classroom event.
- Interviews at the request of parent or teacher.
- Informal reporting in the form of everyday evidence of student progress, which may include work samples, classroom displays, class web pages, parent/teacher discussions, telephone calls or emails.

Reviewed: Term 1 2014

Next Review Date: Term 1 2015