

REPORTING TO PARENTS POLICY

OUR PURPOSE

The school and its teachers are responsible for informing parents about their children's progress at school, their strengths and aptitudes, the areas that require improvement and the strategies being implemented by the school to assist.

OUR POLICY

Parents are informed about their child's progress utilising a standards framework against which student achievement and progress is measured. Reporting occurs both formally and informally, routinely and according to need.

The reporting process will involve the discussion of evidence of student achievement and a written record of progress, which is kept by parents at the end of the year.

Students take responsibility for their own learning and identifying their strengths and areas for further development.

Written material collected or prepared for the purpose of reporting to parents reflects high standards of professionalism on behalf of the teacher.

The interview which forms part of the reporting to parents process informs parents about the curriculum, as well as their child's progress and achievements. It is conducted in professionally appropriate language and provides a balanced picture of the child's strengths and areas for future development.

OUR PRACTICE

The school reports to parents:

- routinely and formally in June and December each year utilising stages syllabus outcomes;
- according to need, as expressed by teachers or parents, at other times throughout the year.

Throughout each semester, class teachers collect evidence, which will accurately inform parents about their child's progress. This material will include:

- progress against the outcomes data;
- work samples;
- assessment tasks;
- observations of work habits and social skills;
- records of learning assistance;
- observations about areas requiring development..

Students play a role in reporting to their parents including:

- evaluating their own learning;
- setting goals for future development;
- selecting work samples for discussion at interview;
- participating in the parent-teacher interview.

Teachers ensure that material used for the purpose of reporting to parents:

- is a valid representation of the child's ability and present standard of achievement;
- is complete;
- is marked and corrected;
- has teacher comments which are neatly written or typed and accurately spelt;
- has teacher comments which use professionally appropriate and constructive language.
- provides positive recognition and affirmation of a child's strengths;
- provides constructive suggestions for future learning and development.

The class teacher prepares for interviews by:

- collecting the evidence;
- becoming familiar with the evidence;
- identifying areas of strength and requiring future development ;
- creating a positive ambience for the interview.