REPORTING TO PARENTS
Policy and Procedures

Churchlands
Primary School

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 very beneficial. This includes important feedback in a three way (student/teacher/parent) process.

Guiding Principles:

- Staff will use the Western Australian Curriculum K – 10 Curriculum, CPS Curriculum Assessment and Reporting (CAR)policy guidelines, Business Plan, School Based Operational Plans and overviews to guide teaching, assessment and reporting in line with School Curriculum and Standards Authority (SCSA).

- 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 Reporting to Parents (RTP) to report on student achievement in all learning areas as prescribed by Churchlands Primary School 'Reporting to Parents Schedule'.

- Teachers will use the National Assessment Program Literacy and Numeracy (NAPLAN): System assessment processes (SAIS): Student Achievement Information System, Educational Assessment Reporting System: School focused formal assessment tools: ACER – PAT Assessment tool, 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)

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- 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, Individual Educational Plans (IEP) and/or by teacher or parent request.

Statement of Intent

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

- Two formal system reports: Semester One and Two for Years K - 6.
- SAER Reports: Students may receive modified reports prepared to match special programs or student's needs.
- EAL/D Program: Students may receive specific EAL/D progress maps levels.
- An open classroom event.
- Interviews at any time at the request of parent or teacher.
- Informal reporting in the form of everyday evidence of student progress, which may include work samples, parent/teacher discussions, telephone calls or emails.
- Parent Forums/Workshops to support curriculum direction and implemented programs.

Glossary of Terms

EAL/D: English as an additional language/dialect
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.
Reporting to Parents Schedule: School based guide to curriculum focus areas for each year.
RTP: Reporting to Parents: Education Department online system which teachers use to record progress, achievement, behaviour, attendance and student information.
SAIS: A Department Data system that provides schools with in-depth analysis of NAPLAN to support school planning.
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
SAER Reports: Students at Education Risk: Modified reports are developed specific to the student's requirements and aligned to the Individual Education Plan designed for the student.

Review date: August 2021
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