



Reporting to Parents Policy

Rationale

All government schools are required report regular and relevant information to parents/caregivers on student progress and achievement. Schools are required to:

1. Issue a formal report for each student at the end of each semester. In Years 1 – 7 the Department's reporting templates are used;
2. Report each semester on student achievement of learning area outcomes attended to within the requirements of Schedule A;
3. Support teachers to use the Department's Grade Allocation Resources to make a summative judgement on student achievement reported against a scale of A - E; and
4. Report annually on student achievement of standards described in the Achievement Targets specified at Years 3, 5 and 7.

At Jolimont Primary the staff is committed to supplementing the reporting requirements with a range of communication strategies to report information on student progress and achievement. These strategies are above the stipulated minimum requirements for reporting. At Jolimont:

1. The reporting policy has been developed in consultation with the school community.
2. Parents / caregivers will be provided with opportunities to discuss their children's progress and achievement with their teachers.
3. A formal report will be issued for each student at the end of each semester.

Responsibilities of the Teacher

1. Report each semester on student achievement of learning area outcomes attended to within the requirements of Schedule A;
2. Report annually on student achievement of standards described in the Achievement Targets specified at Years 3, 5 and 7.
3. Consult with parents of students with a disability, diverse learning needs or who are at educational risk, and develop documented plans with appropriate goals. This does not diminish in any way the responsibility to report student progress in relation to the A - E grades through the formal semester reporting. It is only when parents agree that it is in the best interests of their child's development and self-esteem that the A - E grades can be replaced by alternative reporting formats.
4. To ensure the parents/caregivers are not surprised when they receive the semester report, the teacher will have previously informally reported to them in a variety of other ways.

Responsibilities of the Principal

1. Support teachers to use the Department's Grade Allocation Resources to make a summative judgement on student achievement reported against a scale of A - E; and
2. Inform parents / caregivers that a school position report will be provided upon request. The Semester One and Semester Two reports will contain a clear statement with the following words: You can ask the school to provide you with written information that clearly shows your child's achievement in the learning areas studied in comparison to that of other children in the child's peer group at the school. This information will show the number of students in each of the achievement levels A - E.
3. To ensure that the privacy of any individual student is respected, where a cohort of student numbers is less than ten, information regarding a child's achievement relative to the achievement of the child's peer group at the school will not be made available.

Responsibilities of the Parents

1. Communicate relevant information to the teacher that may affect their child's learning;
2. Take advantage of opportunities to be informed or to learn about reporting procedures;
3. Take advantage of opportunities to seek an interview with the teacher if concerned about their child's progress. A parent should first seek an interview with the teacher. If not satisfied an appointment should then be made to meet with a member of the administration.
4. Provide feedback about reporting practices in relation to their impact on their child; and
5. Contribute to the development and review of the procedures for Reporting to Parents.

Formal Reporting in Years 1 - 7

1. Individual student achievement of learning area outcomes attended to in each semester reported against a scale of excellent; good; satisfactory; limited and very low. When making summative judgements, teachers will refer to the Semester 1 or 2 Grade Allocation Resources;
2. Individual student overall achievement for each learning area and / or learning area context attended to in each semester reported against a scale of A – E; and
3. Attitudes, behaviours and effort reported against consistently; usually; and seldom.
4. In addition to an overall comment, personalised comments are required in some learning areas. The minimum requirements are:
 - o Years 1 – 4: English and Mathematics
 - o Years 5 – 6: English, Mathematics and Science
 - o Year 7: English, Mathematics, Science, and Society and Environment
5. There will be reference to the effort and progress the student has made over the semester within the personalised learning area or general comment.
6. Reports for Years 3, 5 and 7 will provide information on student achievement of standards described in the Achievement Targets in Semester Two.
7. At the end of Semester Two, the Western Australian Literacy and Numeracy system assessment reports for Years 3, 5 and 7 will be provided to parents.
8. Care will be taken to give parents/caregivers information that:
 - o Is free of jargon and complex technical language;
 - o Focuses on strengths and what the student has achieved in the learning period;
 - o Concentrates on the student's learning or development;
 - o Relates to clearly identified outcomes;
 - o Reports the student's level of achievement in relation to standards, including national literacy and numeracy benchmarks i.e. NAPLAN, MSE;
 - o Is reliable and valid within and across schools; and
 - o Is comprehensible to them (this may require use of interpreters and/or translations).

Jolimont Primary Reporting Schedule 2008 – 2011

By the end of Term 1	<ul style="list-style-type: none"> • Interview with the parent/ caregiver of any child at risk socially, emotionally, physically or academically (high and low achievement.)
End of Term 2	<ul style="list-style-type: none"> • Formal mandated SIS Department Report for Year 1 – 7 students. • Modified formal report for Kindergarten and Pre Primary students directly linked to the outcomes required for early childhood. • Parent interview (In school time contingent upon there being sufficient human and financial resources available supplemented by pro rata teacher time.) • Evidence files. (Evidence to support the making consistent judgement process. The files will not be sent home to parents.) • A portfolio of work linked to the Individual Learning Plan for a student deemed to be at severe risk (i.e. a student resourced by Schools Plus).
Term 4	<ul style="list-style-type: none"> • A learning journey on the Wednesday evening of Education Week in October. • Formal reporting as per the end of Semester 1. • Parent interviews as requested vis SIS Reporting

Glossary

Achievement Targets	The Western Australian public school Achievement Targets, defined within the Outcomes and Standards Framework, describe challenging standards for all students. The Achievement Targets provide all schools and teachers with a comparable standard to monitor, evaluate, report on and plan for improvement of individual student achievement.
Grade Allocation Charts	The Department's Grade Allocation Resources were developed in consultation with school staff and professional associations. The scale (A-E) is referenced to the Outcomes and Standards Framework and links a grade to the extent a child in a particular year level has achieved an outcome.
Making Consistent Judgements (MCJ)	Making Consistent Judgments (MCJ) supports the development of teachers' skills and understandings to make consistent judgements against the relevant standards (Achievement Targets). It also builds teachers' capacity for assessing student performance through quality assessment practice and moderation processes that support the comparability of teacher judgements.
National Assessment Program in Literacy and Numeracy (NAPLAN)	From 2008, students in Years 3, 5 and 7 in all states and territories in Australia, from public and non-government schools, will participate in the National Assessment Program in Literacy and Numeracy (NAPLAN). This program will take the place of the WALNA assessment programs in the English and Mathematics learning areas. The national literacy assessments will comprise reading, writing and language conventions at each nominated year level. Language conventions will assess spelling, grammar and punctuation. The numeracy assessments will include non-calculator forms only at Years 3 and 5, and calculator and non-calculator forms at Years 7.
Outcomes and Standards Framework (OSF)	The Outcomes and Standards Framework describes, in eight-level developmental sequences, most of the learning area outcomes. The levels describe a continuum of increasing student understanding and skill development.
Schedule A	Schedule A is an overview of the outcomes which are to be reported against each semester. As part of whole-school planning processes schools make decisions on which outcomes are reported each semester. As such, schools are not required to report individual student achievement of all outcomes outlined in Schedule A each semester.
Formative Assessment	Formative Assessment is used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning awards.
Summative Assessment	Summative Assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose of summative assessment is to establish levels of achievement for reporting and certification, it also provides information for judging the effectiveness of teaching. In practice, then, summative and formative assessments are not always easily separated.