



REPORTING POLICY.

RATIONALE.

Reporting at St Mary's Catholic Primary School is the process by which assessment information is communicated in a variety of ways that assist students, parents, teachers and the system in making decisions by providing information about what students know and can do, along with recommendations for their future learning.

The primary purpose of reporting is to inform parents / carers of our students of their growth as learners. To do this the reporting process must be an integral part of the learning and teaching process. It must enable regular monitoring of student learning and provide ongoing, constructive and formative feedback to students that focuses on ways their learning can be further developed.

This process should develop our students' capability to reflect on their learning, their successes and areas for further learning - and hence assist their development as independent and interdependent life-long learners.

SCRIPTURAL CONTEXT.

“Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things. That is let these things occupy your mind.”

Philippians 4:8-9.

POLICY STATEMENT.

Reports to parents at St Mary's Catholic Primary School will provide a picture of their child's development, over time. This aspect of the reporting process supports the development of effective partnerships for learning between teachers, students and their parents. To be effective, these partnerships must be based on trust and the sharing of information to support continuity of student learning and growth.

This reporting process is an ongoing and flexible process where students, parents and teachers communicate regularly about student learning. Reporting can be as informal as ongoing feedback, a conversation after school or could take the form of, formal interviews, written reports, three way interviews, student led conferences, communication diaries and student portfolios.

In reporting to parents at St Mary's, teachers communicate information on a student's achievements, plans for the student's future learning as well as clear advice on how parents can assist their child's learning into the future. To facilitate this, written reports are presented in plain English and interpreted when necessary.

Information from reports is made available to all teachers involved with the student during the year and be provided to subsequent teachers as the student moves through their schooling. This process supports teachers to become 'active investigators of student learning' and increases their effectiveness from one year to the next.

POLICY GUIDELINES AND INDICATORS.

Reporting at St Mary's is the process by which assessment information is communicated in ways that assist students, parents, teachers and the system in making decisions by providing information about what students know and can do, along with recommendations for their future learning.

Parents at St Mary's Catholic Primary School will receive information about their children's progress through the following mechanisms

Twice yearly "Learning Conferences" at which teachers, students and parents discuss learning goals, assessed strengths and areas for future development. These meetings will occur at the commencement and middle of each year.

Termly presentation of Learning Portfolios. Formal Reports at both mid and end of year.

Program support group meetings for all students with special needs or for any parent or teacher who requires such meetings.

Regular informal contacts with parents to keep them full abreast of all learning developments for the children.

Teachers' reports should be based on a range of assessment processes and evidence such as teacher observations, annotated student work samples, tests, portfolios, exhibitions and presentations. Teacher judgements in the reporting process should be based on sound evidence and a shared understanding of standards.

In presenting Learning Portfolios at Emmaus it is expected that teachers provide the following information to students and parents.

Clear and easily read statements that capture the essence of what is being taught and what has been learnt through the process of completing the following activity.

A copy of the criteria against which the children have been assessed and in turn reported upon.

Student work that often will include their “draft copy” along with published work. Thus parents can see their children’s first attempt at the work in question.

Teacher feedback, responding to the criteria that children have attempted to meet in the course of the work undertaken.

The reporting process should be an ongoing and flexible process where students, parents and teachers communicate regularly about student learning. Reporting can be as informal as ongoing feedback, a conversation after school or could take the form of: formal interviews; written reports; three way interviews; student led conferences; communication diaries and student performances.

Instruments and processes used to inform teacher judgement should be chosen which directly measure what they are intended to measure.

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Moderation of student work and teacher expectation between teachers to enhance objectivity contributes to a shared understanding of the judgments that are made in reports. Regular time is allocated to the support of such moderation sessions.

In order for this guideline to be fulfilled reports ie. Mid and End of Year summative statements are presented at Emmaus Catholic Primary in a manner and language that is easily accessible to parents and children alike. (see sample report attached)

Prior to conferences commencing teachers seek from children insights as to their own

learning strengths and needs along with those of parents.

When coupled with the observations of teachers they provide for highly insightful dialogue between teachers, students and parents.

In reporting to parents, teachers communicate information on a student's achievement and should also provide plans for the student's future learning as well as clear advice on how parents can assist their child's learning.

Teachers at Emmaus Catholic Primary School are expected to act in a proactive manner when dealing with any issues, be they positive or challenging when reporting to parents.

We can never underestimate the importance of informal, often spontaneous conversations with parents about school based matters.

Drafted Sept. 2011. Due for review in 2016