Woodbridge Primary School

Reporting to Parents Policy

1.   POLICY STATEMENT

The purpose of this policy is to set the requirements and guidelines for assessment and reporting on student achievement at Woodbridge Primary School. The policy has been developed in accordance with the Department of Education's Curriculum, Assessment and Reporting in Public Schools Policy and Procedures, effective from the 26 February 2019, and School Curriculum and Standards Authority Pre-primary to Year 10: Teaching, Assessing and Reporting Policy.

The policy is to be reviewed regularly.

2.   BACKGROUND

Parents are entitled to be well-informed of their child's achievement and progress throughout the school year, in a variety of formal and informal ways that meet systemic requirements and are tailored to suit the needs of the family and school community. Feedback also needs to be provided to teachers and students.

3.   SCOPE

The policy applies to all students in Kindergarten to Year 6. It is to be implemented by the principal and teaching staff.

4.   DEFINITIONS

"**Assessment** is the process of gathering information about students and their learning, and making judgements using the data gathered. **Reporting** is the process of communicating the outcomes of assessments to parents, carers and students", (Western Australian Curriculum and Assessment Outline, 2013).

5.   PRINCIPLES OF ASSESSMENT

The policy reflects the following principles:

1.   Assessment should be an integral part of teaching and learning
2.   Assessment should be educative
3.   Assessment should be fair
4.   Assessment should be designed to meet a specific purpose
5.   Assessment should lead to informative reporting
6.   Assessment should lead to school-wide evaluation processes

6.   PROCEDURES

6.1   REPORTING SCHEDULE

The principal, teaching staff and non-teaching staff will report to parents/carers as follows:

TERM	REPORT PROVIDED
1	**K - 6** ▪ Parent information session during Week 3 or 4 **Pre-Primary** ▪ On-Entry Assessment Program Parent Summary (data to be used to inform documented plans)
2	**Kindergarten** ▪ Portfolio will be compiled showing progress in the areas of the Early Years Learning Framework ▪ Two/Three Way Conferences (Detailed guidelines in Appendix B) **P – 6** ▪ Systemic End of Semester 1 Report (Detailed guidelines in Appendix A) ▪ Two/Three Way Conferences (Detailed guidelines in Appendix B) **K – 6** **Students at Educational Risk (SAER) & English as an Additional Language or Dialect (EAL/D)** ▪ Meetings to sign documented plans ▪ Special Education Needs (SEN) end of Semester 1 Report ▪ Progress Map Report for EAL/D students
3	**K - 6** ▪ Meetings with parents of Students at Educational Risk (SAER) to sign and review documented plans **Years 3 & 5** ▪ NAPLAN
4	**Kindergarten** • Portfolio will be compiled showing progress • A Social and Emotional Checklist will be included and it will have personalised comments for each student. **P – 6** ▪ Systemic End of Semester 2 Report (Detailed guidelines in Appendix A) **K – 6** **Students at Educational Risk (SAER) & English as an Additional Language or Dialect (EAL/D)** ▪ Meetings to sign and review documented plans ▪ SEN end of Semester 2 Report ▪ Progress Map Report for EAL/D students

6.2   ADDITIONAL REPORTING METHODS

In addition, the principal, teaching staff and non-teaching staff will report to parents in the following ways (as required):

- Case conferences
- Verbal messages in person or via the telephone
- Email
- Home work diary
- Communication books
- Parent meetings
- Class meetings
- Connect

6.3   FEEDBACK

The principal, teaching staff and non-teaching staff will provide feedback in the following ways (as required):

- Honour certificates
- Assemblies
- Orange 'You Can Do It!' memos
- Displays of student work in the office and around the school
- Website
- Connect notice weekly, providing class update
- School newsletter
- Behaviour Management processes (whole school, class and individual)
- Art Exhibition

7.   DATA COLLECTION

7.1   WHOLE SCHOOL DATA COLLECTION

The principal, teaching staff and non-teaching staff will collect the following data to inform school strategic planning. The data will be recorded on a range of platforms, including Gradexpert, to allow tracking of individual students.
- National, state and system assessments (NAPLAN, On-Entry Assessment Program)
- Standardised assessments including but not limited to: Westwood Basic Facts, South Australian Spelling, Waddington Reading, Literacy Pro Lexile and Bright Path
- School-based assessments (LDC Phonological Awareness, Letters and Sounds, Words Their Way)
- Student, Parent and Staff Surveys
- Behaviour Management records
- Attendance records
- Nationally Consistent Collection of Data (NCCD)

7.2   INDIVIDUAL STUDENT DATA COLLECTION

The principal, teaching staff and non-teaching staff will collect the following data to inform planning for individual students and reporting to parents (as required):
- Classroom assessments
- NAPLAN Reports
- Cognitive assessments
- Health records and reports including hearing/sight, speech, OT, physiotherapy, ASD etc.
- Documented Plans
- EAL/D progress maps
- SAER records
- Parent meeting records
- Behaviour Management records

APPENDIX A   SYSTEMIC END OF SEMESTER REPORT GUIDELINES

A.1   REPORTING SCHEDULE

Teachers will report on the learning areas as outlined for each semester in the Reporting Schedule (Appendix C). Staff will be provided with a copy of the Schedule at the start of each year.

A.2   KINDERGARTEN REPORTING REQUIREMENTS

Teachers will report using an annotated Portfolio. This will be completed twice a year. Teachers will also add a Social and Emotional checklist at the end of the year, which will include a personalised final comment.

A.3   PREPRIMARY, YEAR 1 AND 2 REPORTING REQUIREMENTS

Teachers will report using achievement descriptors (as detailed in the School Curriculum and Standards Authority Pre-primary to Year 10: Teaching, Assessing and Reporting Policy) but not letter grades. Student achievement will be reported against the WA Curriculum Achievement Standards.

In mid-year reports, teachers will make a professional judgement regarding the level of achievement that a student is achieving relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

Teachers are to include an English, Mathematics and overall comment and a description of the student's progress in personal and social learning. Teacher assessment of student attitude, behaviour and effort must also be included. Class and Specialist Teachers may include a general statement in the other areas indicating the topics and skills covered.

A.4   YEAR 3 – 6 REPORTING REQUIREMENTS

Teachers will report using letter grades (A-E) and achievement descriptors (as detailed in School Curriculum and Standards Authority Pre-primary to Year 10: Teaching, Assessing and Reporting Policy). Student achievement will be reported against WA Curriculum Achievement Standards.

In mid-year reports, teachers will make a professional judgement regarding the level of achievement that a student is achieving relative to the Achievement Standard, taking into account the curriculum that has been taught and assessed to that point in time.

An English, Mathematics and overall teacher comment, and teacher assessment of student attitude, behaviour and effort must be included. Class and Specialist Teachers may include a general statement in the other areas indicating the topics and skills covered.

A.5   STUDENTS AT EDUCATIONAL RISK REPORTING REQUIREMENTS

For Kindergarten to Year 6 SAER operating on documented plans, teachers will provide a SEN report in addition to a systemic end of semester report. All outcomes on the documented plan must be reported on against either a system-based or school-based scale (ABLEWA or SENAT). For each learning area detailed on the documented plan, comments must also be included.

A.6   ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT REPORTING REQUIREMENTS

For Kindergarten to Year 6 EAL/D students operating on a Progress Map, teachers will provide a Progress Map report in addition to a systemic end of semester report.

A.7   REPORT DISTRIBUTION

Reports will be distributed to parents on the Monday of the last week of Term 2 (End of Semester 1 Report) and during the last week of Term 4 (End of Semester 2 Report).

APPENDIX B   TWO/THREE WAY CONFERENCE GUIDELINES

B.1   CONFERENCE PARTICIPANTS AND ROLES

Two/three way conferences will involve the teacher, student and parent/carer. The following table outlines the responsibilities of each participant:

STUDENT ROLE	TEACHER ROLE	PARENT ROLE
To plan what they will share and discuss regarding their strengths and achievements and goals. To demonstrate what they know at the conference. To answer questions at the conference. To help make plans for achieving goals. To reflect on the conference and use in future learning.	To plan what they will share and discuss about the child's strengths, achievements and areas for improvement. To facilitate the discussion by supporting the child and parents through questioning and clarifying. To provide honest and constructive feedback. To provide positive feedback and encouragement, and to set goals for future learning. To guide the planning of strategies for supporting the child's learning at school and at home. To keep notes. To monitor and follow plans.	To read their child's report before the conference. Parents can be provided with the opportunity to list what they would like to discuss prior to the conference. To find out about their child's learning and development. To provide positive feedback and encouragement for future learning. To help make plans for supporting their child's learning at home.

B.2   SCHEDULING OF CONFERENCES

A half-day suspended timetable will operate on the Wednesday of the last week of Term 2 in order for teachers to conduct conferences. Conferences can be scheduled between 12:00pm and 6pm. Teachers may also schedule conferences during their DOTT time or before and after school if parents are unable to attend during the suspended timetable hours.

APPENDIX C   REPORTING TO PARENTS SCHEDULE

The following schedule outlines the Learning Areas and Content Descriptors to be reported upon in each semester over a two-year cycle.

Woodbridge Primary School Reporting Schedule

Legend:
- Denotes class teacher responsibility (green)
- Denotes specialist teacher responsibility (blue)

Learning Area/Content Descriptor	Semester 1, Even Year							Semester 2, Even Year							Semester 1, Odd Year							Semester 2, Odd Year						
	P	1	2	3	4	5	6	P	1	2	3	4	5	6	P	1	2	3	4	5	6	P	1	2	3	4	5	6
ENGLISH																												
Listening and Speaking																												
Reading & Viewing																												
Writing																												
Comments																												
MATHS																												
Measurement & Geometry																												
Number & Algebra																												
Statistics & Probability																												
Comments																												
SCIENCE																												
Earth and Space Sciences																												
Physical Sciences																												
Inquiry Skills																												
Biological Sciences																												
Chemical Sciences																												
HASS																												
History																												
Geography																												
Economics and Business																												
Civics and Citizenship																												
THE ARTS																												
Visual – Making																												
Visual – Responding																												
Dance – Making																												
Dance – Responding																												
Music – Making																												
Music – Responding																												
HEALTH & PE																												
Personal, Social and Community																												
Movement and Physical Activity																												
TECH																												
Design and Technologies																												
Digital Technologies																												
LANG																												
Auslan																												