

Reporting to Parents Policy 2016

Aims

- A.** To ensure parents are aware of their child's progress in achieving learning outcomes, their social development and their general well-being at school.
- B.** To involve parents in their child's education and the school education program.
- C.** To approach individual student needs positively, quickly and collaboratively.
- D.** To fulfill state and federal government reporting requirements.

Methods

A. Class meetings

- 1.** Class meetings may be called by class teachers at the beginning of the school year or at other times during the year if they wish. Their purpose is to provide information to parents about the educational program and its implementation, describe opportunities for parents to be involved in the class and to give parents a chance to ask questions or make suggestions about the program.

B. Informal feedback before and after school (frequent)

- 1.** Teachers are in frequent contact with most parents during the regular routines of dropping off and picking up children and teachers are available by telephone. Sharing of minor incidents, concerns and learning experiences is often done in this way.

C. Formal parent teacher meetings (end term 2/start term 3 and end term 4 and by request)

- 1.** Twice a year, teachers will invite each parent who has a child in their class to participate in a formal meeting. These meetings are designed to be the most important part of providing parents with a comprehensive overview of their child's progress in achieving outcomes in the key learning areas, their social development and overall well-being. These meetings will coincide with the distribution of reports and portfolios.
- 2.** Formal meetings regarding serious incidents, concerns, individual learning programs, attendance or any other matter may be requested by either teachers or parents.

D. Handover Files

- 1.** Handover files will be prepared throughout the year to demonstrate the progress of each student. They may be used as a point of reference for discussion at formal parent/teacher meetings. They will be kept at school to aid the teacher in planning programs and assessing student progress. These files will be passed on to new teachers each year and will be archived once the student leaves Kerry Street.

E. Annual Concert, Christmas Singing, Fremantle Festival Parade

- 1.** We have a concert at the end of term 4, to demonstrate outcomes in drama, music and

other learning areas and as a community occasion. We also have an event in term 4 which includes graduation and singing. (Sometimes the two are combined).

The Fremantle Festival Parade, which we enter every second year, demonstrates outcomes in the learning areas of The Arts and Technology and Enterprise, as well as English (speaking and listening).

F. Reports

1. Reports are a requirement of the federal government, as part of the quadrennial funding agreement. Part of this is the assigning of grades, on a five point scale, for formally assessed learning area outcomes. We comply with this requirement in spite of our belief that the perceived benefit in increased information for parents is not outweighed by the disadvantages to individual students and the group as a whole. Comparative reporting does not fit with our ethos of treating students as individuals with different strengths and rates and styles of learning. Nor does it contribute to the development of a cooperative learning environment or the building of community. The requirement for reporting percentile rankings does not apply in our school because of the number of students in each year group. It is our belief that this measure is not valid, either to show student progress or to show their level of achievement compared to other students. Further, it does not fit with our philosophy, for the same reasons as grading.
2. We are currently using a format for reports that is suitable for Kerry Street. We wish any report format we choose to use to have the following features:
 - a. gives real and useful information to parents
 - b. fits with the ethos and structure of the Western Australian Curriculum Framework and Australian Curriculum
 - c. fits with the ethos and educational program of the school
 - d. does not create comparisons and/or competition between students
 - e. does not create unnecessary stress for teachers.

Responsibilities

A. Council

1. Facilitate and monitor timely further development of this policy, particularly community input.

B. Coordinator

1. Monitor and support teachers in their reporting responsibilities to parents
2. Coordinate reporting from specialist teachers to parents when necessary
3. Facilitate discussion, monitoring and further development of this policy
4. Be available for parents to discuss issues related to the progress and development of their child.
5. Provide information of an individual student's achievement relative to the performance of the group if requested by parents.

6. Ensure that School Curriculum Standards Authority of WA standards for reporting are adhered to and the policy is up to date

C. Class Teachers

1. Fulfill reporting requirements of this policy which may include combination of class meetings, formal parent/teacher meetings, regular informal contact with parents, digital portfolios, reports and participation in concerts and parades.
2. Prepare accurate reports of students' achievement in their class, including the collection of information and work samples from specialist teachers.
3. Prepare and review Individual Education Plan documentation and communicate this information to parents via a minimum of one meeting per term.
4. Contribute regular content to Educa digital portfolios
5. Contribute to further development of this policy.

D. Parents

1. Facilitate the process of reporting student progress by making informal contact with child's teacher on a regular basis and attending formal meetings.
2. Review end of semester reports
3. Actively participate in class meetings, review of newsletters and Educa posts by classroom teacher to stay up to date with class focus and projects.
4. Contribute to the development of this policy.

Related Legislation

- A. School Education Act 1999
- B. School Education Regulations 2000
- C. Curriculum Council Act 1997
- D. Quadrennial Funding Agreement 2004 – 2008
- E. National Education Agreement 1999

Related Kerry Street Documentation

- A. Aims and Philosophy
- B. Job Descriptions
- C. Policies including:
 1. Curriculum Policy
 2. Behaviour Guidance Policy
 3. Bullying Policy
 4. Duty of Care Policy
 5. Child Protection Policy

6. Attendance, Illness and Truancy Policy

Contact Person

Enquires relating to this policy should be directed to the School Coordinator.

Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination.

Attachments

- A. Timetable for Reporting to Parents
- B. Report Template S1 2016 Kindy
- C. Report Template S2 2016 PP – Yr1
- D. Report Template Term 2 2016 Yrs 2 - 6

Authorisation and Review

- A. This policy was authorised by the Kerry Street Council on 14/3/05
- B. This policy was reviewed at a meeting of staff and council on 13/1/06. We would prefer to retain our policy of no reports unless by request. In light of the current funding agreement with the Commonwealth Government, this may not be possible. A suitable school report format has not been designed in anticipation of one commissioned from a representative of ACER by the independent school sector. We aim to review this policy again at the end of 2006.
- C. This policy was reviewed again by staff and council in June/July/August 2006 during the development and first distribution of the trial report format. This version authorized by council on 2/8/2006.
- D. This policy was authorized by the Policy Sub Committee Aug 2012
- E. Reviewed 2013 to reflect the School Curriculum and Standards Authority requirements
- F. Reviewed and accepted by council on 16-02-2015
- G. Reviewed and accepted by council on 08-02-2016
- H. Attachments were added 17/09/2016
- I. To be reviewed Feb 2018

Helen Sugars Duff

Reporting to Parents Policy 2016 - Attachment A

Timetable for Reporting to Parents

A. Term 1

1. Class meetings if desired (week 2)

B. Term 2

1. Concert
2. Reports (week 10)

C. Term 3

1. Invite Parents to attend Parent/teacher meetings (weeks 1 and 2)

D. Term 4

1. Reports (week 10)
2. Invite Parents to attend Parent/teacher meetings (weeks 9 and 10)
3. Fremantle Festival Parade
4. Graduation (week 10)

- E.** The above is a guideline, assuming 10 week terms, and may be changed at the discretion of the Coordinator if we have any special events such as camp that interfere with the feasibility of this timetable.

Reporting to Parents Policy 2016 - Attachment B

Report Template S1 2016 Kindy

Kindy Report, Semester 1, 2016

Class Teacher: Tom Francas

Student:



20 Forrest Street,
(Corner Kerry Street)
Hamilton Hill WA 6163

Phone: (08) 9335 1471

Email: kerrystreet@kerrystreet.wa.edu.au

Community School

Web: www.kerrystreet.wa.edu.au

Child's name:

BELONGING, BEING, BECOMING

Teacher Comment:

<p><u>Child has a strong sense of identity</u></p> <ul style="list-style-type: none">• Feels safe, secure and supported• Develop knowledgeable and confident self-identities• Learn to interact in relation with others with care, empathy and respect	Teacher comments
<p><u>Child is connected with and contributes to their world</u></p> <ul style="list-style-type: none">• Develop a sense of belonging to groups and communities ... understanding of reciprocal rights and responsibilities• Respond to diversity with respect• Become aware of fairness	Teacher comments
<p><u>Child has a strong sense of well being</u></p> <ul style="list-style-type: none">• Become strong in their social and emotional well being• Increasing responsibility for own health and physical well being	Teachers comments
<p><u>Child is confident and an involved learner</u></p> <ul style="list-style-type: none">• Dispositions for learning, (creativity, curiosity, enthusiasm, persistence)• Develop skills and processes such as problem solving, experimentation• Transfer and adapt what they have learned• Resource their own learning through connecting with people, place, technology and materials	Teachers comments

<p><u>Child is an effective communicator</u></p> <ul style="list-style-type: none">• Engage with and gain meaning from a range of texts• Express ideas and make meaning using a range of media• Begin to understand how symbols and pattern systems work• Use ICT to access information investigate ideas and represent thinking	<p>Teacher comments</p>
<p>Teacher comments</p>	

Number of half days absent _____

Teacher signature: _____

<p>Co-ordinator's Comments</p>

Karen Kennedy: _____

Reporting to Parents Policy 2016 - Attachment C

Report Template S2 2016 PP – Yr1

Year # Report, Semester 1, 2016

Class Teacher: Melissa Kennedy & Fran Ryce

Student: *Name*

English

Language; Literature; Literacy

Teacher: Melissa Kennedy & Fran Ryce

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Mathematics

Number & Algebra; Measurement & Geometry; Statistics & Probability

Teacher: Melissa Kennedy & Fran Ryce

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Science

Science Understandings: *Biological Sciences; Chemical Sciences; Earth & Space Sciences; Physical Sciences.*

Science as A Human Endeavour

Science Inquiry Skills

Teacher: Melissa Kennedy & Fran Ryce

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Science - Gardening

Science Understandings: *Biological Sciences; Earth & Space Sciences; Physical Sciences.*

Science as A Human Endeavour

Science Inquiry Skills

Teacher: Melissa Kennedy & Fran Ryce

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Humanities and Social Sciences: History

Community and Remembrance; Historical Knowledge and Understanding; Historical Skills

Teacher: Melissa Kennedy & Fran Ryce

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Health and Physical Education

Personal, Social and Community health, Movement and Physical Activity

Teacher: Melissa Kennedy & Fran Ryce

*Please use Tahoma size 11 in italic***Arts: Visual Art**

Making: using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions;
 Responding: exploring, responding to, analysing and interpreting artworks.

Teacher: Arianne Roemmele

Arts: Music

Making: using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions;
 Responding: exploring, responding to, analysing and interpreting artworks

Teacher: Andrew Haskell-Salazar

Arts: Drama

Making: using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions;
 Responding: exploring, responding to, analysing and interpreting artworks

Teacher: Michelle Langley

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Languages other than English (LOTE): Italian

Listening and Responding, and Speaking; Viewing and Reading; Writing

Teacher: Donatella Bono

Achievement or Grade (Federal Government Funding Requirement)

The achievement or grade scale is a five point scale designed to compare students of the same age in Western Australia. We have devised the five point scale below. Please ask the Coordinator if you would like assistance in comparing your child's achievement shown here with the letter grades or descriptors given in government school reports.

Applying	Equates to one third of a level or more above the DET target level
Making Connections	Equates to one sixth of a level above the DET target level
Working With	Equates to the DET target level
Exploring	Equates to one sixth of a level below the DET target level
Becoming Aware	Equates to one third of a level or more below the DET target level

One sixth of a level is roughly the development expected in one semester

One third of a level is roughly the development expected in one year.

Your child's achievement for each learning area is shown in the table below.

Where their achievement varies for different aspects within the same learning area, two indicators may be shown.

Learning Area	Becoming Aware	Exploring	Working With	Making Connections	Applying
English (Reading, Listening & Speaking)					
English (Writing, Viewing)					
Mathematics					
Science					
History					
Language (French)					
Arts (Visual art)					

Arts (Drama)					
Physical Education					
Health					

While the grading described above compares a student against other students in Western Australia, the Federal Government also requires we grade or rank students compared to their classmates. We feel this has little validity as a measure of progress or achievement and we find it objectionable for philosophical reasons. Many schools feel the same way so the government has allowed that this information may be omitted from reports on the proviso that it is available from their child's teacher, if requested. If you would like this information please ask during a formal interview or make a request in writing.

	Consistently	Usually	Sometimes	Rarely
Work Habits				
Organises own materials and work				
Begins work without delay				
Stays on task				
Completes work				
Works independently on developmentally appropriate tasks				
Has a positive attitude when approaching tasks or problems; perseveres				
Is enthusiastic about work; participates				
Produces work of a high personal standard				
Social Development				
Shows respect for self				
Acts responsibly				
Shows respect for others; cooperates				
Gets on well with others				
Contribution to Community				
Participates in pack up effectively and willingly				

Listens to others during group discussion				
Contributes during group discussion				
Cooperates with school sustainability initiatives				
Shows care and consideration for people and equipment during unstructured play				

Teacher Comment:

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Coordinator's Comment:

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Teacher's Signature	Coordinator's Signature	Number half days absent: Cause for concern: Number of late days:
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Reporting to Parents Policy 2016 - Attachment D

Report Template Term 2 2016 Yr2 - 6

Year 6 Report, Semester 2, 2016

Class Teacher: Lucas Black

Student:

English

Language; Literature; Literacy

Teacher: Lucas Black

Mathematics

Number & Algebra; Measurement & Geometry; Statistics & Probability

Teacher: Lucas Black

Science

Science Understandings: Biological Sciences; Chemical Sciences; Earth & Space Sciences; Physical Sciences.
Science as A Human Endeavour, Science Inquiry Skills

Teacher: Lucas Black

Humanities and Social Sciences:

History; Geography, Civics and Citizenship; Economics and Business

Teacher: Lucas Black

Health and Physical Education

Personal, Social and Community health, Movement and Physical Activity

Teacher: Lucas Black

Technologies

Design and Technologies: design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities;

Digital Technologies: computational thinking and information systems to define, design and implement digital solutions

Teacher: Lucas Black

Arts: Visual Art

Making: using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions;

Responding: exploring, responding to, analysing and interpreting artworks.

Teacher: Ariane Roemmele

Arts: Music

Making: using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions;

Responding: exploring, responding to, analysing and interpreting artworks

Teacher: Andrew Haskell-Salazar

Arts: Drama

Making: using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions;

Responding: exploring, responding to, analysing and interpreting artworks

Teacher: Michelle Langley

Languages other than English (LOTE): Italian

Listening and Responding, and Speaking; Viewing and Reading; Writing

Teacher: Donatella Bono

Achievement or Grade (Federal Government Funding Requirement)

The achievement or grade scale is a five point scale designed to compare students of the same age in Western Australia. We have devised the five point scale below; if you would like assistance in comparing your child's achievement shown here with the letter grades or descriptors, please meet with the coordinator.

Well above expected (A)	Equates to one third of a level or more above the DET target level
Above expected (B)	Equates to one sixth of a level above the DET target level
Expected level (C)	Equates to the DET target level
Below expected (D)	Equates to one sixth of a level below the DET target level
Well below expected (E)	Equates to one third of a level or more below the DET target level

One sixth of a level is roughly the development expected in one semester
 One third of a level is roughly the development expected in one year.

Your child's achievement for each learning area is shown in the table below.

Where their achievement varies for different aspects within the same learning area, two indicators may be shown.

Learning Area	Well below expected	Below expected	Expected level	Above expected	Well above expected
Literacy (Language, Literacy and Literature)					
Mathematics					
Science					
Historical and Social Sciences					
Health and Physical Education					
Technology and Enterprise					

Learning Area	Well below expected	Below expected	Expected level	Above expected	Well above expected
Arts (Visual art)					
Arts (Drama)					
Language (French)					

While the grading described above compares a student against other students in Western Australia, the Federal Government also requires we grade or rank students compared to their classmates. If you would like this information please request a meeting with the coordinator.

	Consciently	Usually	Sometimes	Rarely
Work Habits				
Organises own materials and work				
Begins work without delay				
Stays on task				
Completes work				
Works independently on developmentally appropriate tasks				
Has a positive attitude when approaching tasks or problems; perseveres				
Is enthusiastic about work; participates				
Produces work of a high personal standard				
Social Development				
Shows respect for self				
Acts responsibly				
Shows respect for others; cooperates				
Gets on well with others				
Contribution to Community				
Participates in pack up effectively and willingly				
Listens to others during group discussion				
Contributes during group discussion				
Cooperates with school sustainability initiatives				
Shows care and consideration for people and equipment during unstructured play				

Teacher Comment:
Coordinator's Comment:

Teacher's Signature	Coordinator's Signature	Number half days absent: Cause for concern: Number of late days:
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