



## Reporting to Parents Policy

### **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 report student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCSA).

### **Scope and Application**

This policy is available on the school website.

This policy applies to:

- A. Board
- B. Employees
- C. Students
- D. Parents

### **Definitions**

**'Formal feedback'** – Structured feedback that takes place with reference to a specific curricular assessment task or goal.

**'Informal Feedback'** - Sharing of minor incidents, concerns and learning experiences on an ad hoc basis.

### **Principles**

- A. Teachers will communicate with parents throughout the year to ensure they are well-informed about their child's progress and achievement.
- B. Reporting can take place in a variety of ways and involve both formal and informal feedback.
- C. The school will develop a reporting plan that complies with the requirements of the School Curriculum and Standards Authority.
- D. The Principal has the final authority to determine the content of the school-based reporting

plan.

- E. The achievement of each student from Kindergarten to Year 6 will be formally reported to parents at the end of each semester.
- F. The school will use a format for formal reports that is suitable for Kerry Street Community School and will 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, Australian Curriculum and School Curriculum Standards Authority of WA standards for reporting,
  - 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.
- G. Parents of students with an IEP need to be informed regularly of progress made whilst on the IEP.

## **Responsibilities**

### **A. Board**

1. Monitor and revise this policy.
2. Ensure reporting requirements are met.

### **B. Principal**

1. Oversee and approve the development of the school's reporting plan in consultation with staff.
2. Monitor and support teachers in their reporting responsibilities to parents.
3. Ensure that School Curriculum Standards Authority of WA standards for reporting are adhered to.
4. Be available for parents to discuss issues related to the progress and development of their child if not resolved with the classroom teacher.
5. Provide information of an individual student's achievement relative to the performance of the group if requested by parents.
6. Facilitate discussion and further development of this policy

### **C. Class Teachers**

1. Contribute to the development of the school's reporting plan.
2. Communicate with parents throughout the year through both formal and informal feedback to ensure they are well-informed about their child's progress and achievement.
3. Ensure timelines are met and parents receive reports twice yearly in accordance with

SCSA guidelines.

4. Liaise with specialist teachers in regard to curriculum reporting requirements and achievements.
5. Work in conjunction with admin staff to prepare and produce reports.
6. Manage the formatting of reports.
7. Meet with parents when requested to discuss any concerns.
8. Communicate regularly to parents regarding a student's progress whilst on an IEP.
9. Contribute to further development of this policy.

**D. Specialist Teachers**

1. Liaise with classroom teachers in regard to curriculum reporting requirements and achievements.

**E. Administration Staff**

1. Provide Reporting Templates for teachers to utilise.
2. Liaise with teachers to ensure timelines are met.
3. Compile and produce final report documents.

**F. Parents**

1. Participate in class and individual meetings as requested by staff.
2. Make an appointment to discuss any concerns with a student's classroom teacher.
3. Ensure that regular informal contact with a student's teacher is maintained.
4. Review end of semester reports.
5. Stay up-to-date with classroom projects and achievements through the regular review of newsletters, Educa posts and performances and exhibitions.

## **Related Legislation**

- A. Disability Standards for Education 2005
- B. Disability Discrimination Act 1992
- C. Equal Opportunity Act 1994 (WA)
- D. School Curriculum and Standards Authority Act 1997 (WA)
- E. School Education Act 1999 (WA)
- F. Privacy Act 1988

## **Related Kerry Street Documentation**

- A. Procedures and Forms including:
  1. Reporting to Parents Procedure

2. Timetable for Reporting to Parents
3. Report Template: Kindy
4. Report Template: PP – 2
5. Report Template: 3 – 6

**B. Policies including:**

1. Attendance, Illness and Truancy Policy
2. Behaviour Guidance Policy
3. Bullying Policy
4. Child Safety and Well-being Policy
5. Communication Policy
6. Curriculum Planning and Review of Student Learning Policy
7. Curriculum Policy
8. Duty of Care Policy
9. Non-discrimination Policy
10. Privacy Policy
11. Records Management Policy
12. Students at Educational Risk Policy

**C. Values and Philosophy**

**D. Job Descriptions**

**E. Student Code of Conduct**

## **References**

Reporting on Student Achievement (<https://k10outline.scsa.wa.edu.au/home/policy/policy-standards/reporting-on-student-achievement>).

## **Contact Person**

Enquires relating to this policy should be directed to the Principal or Board Chair.

## **Breaches of this Policy**

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

## **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

## Revision History

Date	Revision	Detail
July 2019	V.1	Separation of policy and procedure. Addition of Principles. Minor edits. Forms updated.