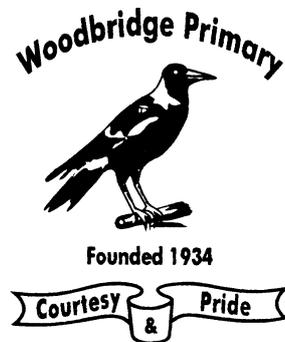# Woodbridge Primary School

Reporting to Parents Policy

EFFECTIVE: 15 MAY 2014

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 *Western Australian Curriculum and Assessment Outline* (2013) as produced by the School Curriculum and Standards Authority (SCSA).

The policy is to be reviewed bi-annually.

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 7 in 2014, and for Kindergarten to Year 6 students from 2015 onwards. It is to be implemented by the principal, teaching staff and non-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 their specific purposes
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 - 7** ▪ Parent information session during Week 3 or 4 ▪ Meetings with parents of Students at Educational Risk (SAER) to sign and review documented plans ▪ Meetings with parents of EAL/D students requiring Progress Maps **PRE-PRIMARY** ▪ On-Entry Assessment Program Parent Summary (data to be used to inform documented plans)
2	**KINDERGARTEN** ▪ Socio-emotional checklist and annotated portfolio (2014) ▪ Global checklist and unannotated portfolio from 2015 onwards (Detailed guidelines in Appendix B) ▪ Two/Three Way Conferences (Detailed guidelines in Appendix C) **PP – 7** ▪ Systemic End of Semester 1 Report (Detailed guidelines in Appendix A) ▪ Two/Three Way Conferences (Detailed guidelines in Appendix C) **SAER & EAL/D** ▪ Meetings to sign and review documented plans ▪ Systemic End of Semester 1 Report ▪ Documented Plan or Progress Map Report
3	**K - 7** ▪ Meetings with parents of Students at Educational Risk (SAER) to sign and review documented plans
4	**KINDERGARTEN** ▪ Socio-emotional checklist and annotated portfolio (2014) ▪ Global checklist and unannotated portfolio (2015 onwards) **PP – 7** ▪ Systemic End of Semester 2 Report (Detailed guidelines in Appendix A) **SAER & EAL/D** ▪ Meetings to sign and review documented plans ▪ Systemic End of Semester 2 Report ▪ Documented Plan or Progress Map Report **Yr 3, 5 & 7** ▪ NAPLAN **Yr 5 & 7** ▪ MSE Science and Society and Environment

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

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
- School newsletter
- Class newsletter
- BMIS processes (whole school, class and individual)
- Art Exhibition and open classrooms

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:

- National, state and system assessments (NAPLAN, MSE Science and S&E, On-Entry Assessment Program)
- Standardised assessments (Westwood Basic Facts, South Australian Spelling, Waddington Reading, Literacy Pro Lexile)
- School-based assessments (LDC Phonological Awareness, Words Their Way)
- School-based surveys (You Can Do It!, Parent/Staff)
- BMIS records
- Attendance records

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 (as required):

- NAPLAN, MSE Science and MSE S&E 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
- BMIS records

APPENDIX A   SYSTEMIC END OF SEMESTER REPORT GUIDELINES

A.1   REPORTING SCHEDULE A

Teachers will report on the learning areas, their strands and sub-strands as outlined for each semester in Schedule A. Staff will be provided with a copy of Schedule A at the start of each year.

A.2   YEAR 3 – 7 REPORTING REQUIREMENTS

Teachers will report using letter grades (A-E) and achievement descriptors as detailed in the *Western Australian Curriculum and Assessment Outline*. Student achievement for English, Mathematics, Science and History will be reported against Australian Curriculum achievement standards. For all other learning areas, student achievement will be reported against the *Curriculum Framework*.

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.

A.3   YEAR 1 AND 2 REPORTING REQUIREMENTS

Teachers will report using achievement descriptors (as detailed in the *Western Australian Curriculum and Assessment Outline)* but not letter grades. Student achievement for English, Mathematics, Science and History will be reported against Australian Curriculum achievement standards. For all other learning areas, student achievement will be reported against the *Curriculum Framework*.

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.

A.4   PRE-PRIMARY REPORTING REQUIREMENTS

Teachers will report in English, Mathematics and Science using achievement descriptors (as detailed in the *Western Australian Curriculum and Assessment Outline)* but not letter grades.

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.

A.5   STUDENTS AT EDUCATIONAL RISK REPORTING REQUIREMENTS

For Pre-Primary to Year 7 SAER operating on documented plans, teachers will provide a documented plan report in additional 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. For each learning area detailed on the documented plan, comments must also be included.

A.6   ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT LEARNER REPORTING REQUIREMENTS

For Pre-Primary to Year 7 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.6   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   KINDERGARTEN PORTFOLIO GUIDELINES

B.1   PORTFOLIO REQUIREMENTS

Teachers will provide a portfolio containing a global checklist and unannotated work samples.

B.2   WORK SAMPLES

Teachers will provide two work samples per year to demonstrate progress in the following:

ENGLISH
- Recount using framework
- Narrative (retell) using framework with comprehension component
- Phonological awareness (up to current level)
- Semantic knowledge

MATHS
- Subitising
- Numeral recognition
- 2D figure recognition and naming
- Get me task
- Measurement by direct comparison
- Positional language
- Patterning

KNOWLEDGE OF THE WORLD
- Science investigation
- Humanities and social sciences (one per year only)
- Technology (one per year only)
- Music/drama (one per year only)

FINE MOTOR
- Independent name writing
- Cutting skills
- Self-portrait drawing
- Peggy Lego
- Hand control (e.g. colouring-in, painting)

GROSS MOTOR
- Fundamental movement skills (e.g. obstacle course)

SOCIO-EMOTIONAL (Semester 2 only)
- You Can Do It!
- Self-reflection

APPENDIX C   TWO/THREE WAY CONFERENCE GUIDELINES

C.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 to 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 by 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 to make plans for supporting their child's learning at home.

C.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.