



Albany Primary School

Reporting to Parents Policy

Background

In keeping with the Education Department of WA's Reporting Policy, Albany Primary School recognises the need to have year round, ongoing informal and formal reporting processes.

Rationale

An effective partnership between parents and staff enhances the opportunities to improve student outcomes. Therefore, it is understood that ongoing communication between parents and teachers about student progress, welfare and personal development will be very beneficial. This includes important feedback in a three way (student/teacher/parent) process.

Guidelines

1. To ensure all year round reporting staff are required to:
 - ◆ Assess and report on student performance systematically throughout each term using a range of strategies that reflect guidelines set out by SCSA and the school.
 - ◆ Ensure assessments and reporting reflects the standards established by SCSA for each year level in each curriculum area.
 - ◆ Collaborate with colleagues to ensure that the grades given to students accurately reflect the required standards.
2. Conduct a parent meeting within the first 3 weeks of the school year outlining their key strategies and approaches.
3. Send home an "Information Broadsheet" within the first 3 weeks of term 1 that reflects the key points made in the parent meeting and fulfilling requirements provided.
4. Complete formal reports at the end of semesters 1 and 2 including comments in English, Mathematics and General Performance/attitude and effort. This will be in keeping with the schedule set out by the school and using the guidelines established on an annual basis.
5. Conduct learning journeys within rooms in terms 1 and 3 in line with the schedule set out by the school which reflects staff agreements. A "Learning Journey" includes:
 - Students showing their parents and talking to them about their daily and term activities at their desks in a range of curriculum areas.
 - Time for parents to provide feedback to the student about their work.
6. Conduct parent interviews on a needs basis with information recorded on school interview forms.

7. Meet with all parents of students who have IEPs/IBPs and outline the contents of these and how they can assist in their child's education by the end of term 1 of each year. Meet again on a needs basis.
8. Teachers are expected to:
 - ◆ Maintain ongoing contact with parents of students who are facing difficulties related to learning, behaviour and social/emotional wellbeing. This involves a range of processes and should focus on issues/concerns and successes/gains.
9. Teachers may like, but are not required, to set additional reporting mechanisms in consultation with the administration including:
 - ◆ Class open time
 - ◆ Informal parent/teacher chats and classroom visits before and after school.
 - ◆ Contact books
 - ◆ Home reader folders
 - ◆ Annotated work samples
 - ◆ Workbooks concluded and sent home.

Conclusion

The school is committed to ensuring that all parents are well informed about

