



Reporting to Parents Policy



Purpose

The purpose of this policy is to inform parents of the reporting process at Mount Helena 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.

In accordance with the School Curriculum and Standards Authority (SCSA), Mount Helena Primary School implements the Western Australian Curriculum and Assessment Outline to meet the learning needs of all students. This policy works alongside information and guides as found on the SCSA website: www.scsa.wa.edu.au

Assessment

Assessment is the process of gathering information about students and their learning, and using the data gathered to make judgments about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.

~(Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy).

In line with the Department of Education's 'Teaching for Impact', Mount Helena Primary School believes that;

Effective teachers assess student learning and teacher impact, and;

- design assessments for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment)
- design assessments that are educative, fair and reliable,
- design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students,
- assess student performance using explicit criteria
- provide meaningful and timely feedback to students
- reflect on student outcomes to monitor impact
- make professional judgements about student learning to accurately report against the relevant achievement standards
- teach students how to interpret information from assessments
- moderate student achievement and progress with colleagues within and across schools, using data and other evidence
- demonstrate self awareness and problem-solving capabilities through self-reflective practices

To provide formal assessment on student achievement, teachers make judgements of student achievement in relation to the expected standards using the Judging Standards as provided by SCSA.



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Reporting

Reporting is the process of communicating the outcomes of assessment to parents, carers and students (Pre-Primary to Year 10 Teaching, Assessing and Reporting Policy).

Mount Helena Primary School staff communicate with parents and carers throughout the year to ensure they are well-informed about their child's progress and achievement.

Reporting takes place in a variety of ways, including:

- Informal conversations with parents/caregivers (may also include the student)
- Annotations in homework, diaries, journals or communication books
- Letters, emails, parent-teacher meetings and other forms of correspondence that inform parents about successes or concerns (This is essential with students on IEP's including behaviour, education and transition plans)
- Collecting of term tests, work samples and assessment tasks (some common across each year level)
- Responses to parents and caregivers who have requested additional information
- End of Semester Reports using the Department's Reporting to Parents system
- Kindergarten and Pre-Primary teachers provide a portfolio to demonstrate student progress in Semester 1 and Semester 2.

Students at Educational Risk (SAER)

- If students are achieving below the expected level or regular adjustments are being made to the classroom program to support the students' academic progress, the child should be on a Individual Education Plan.
- This needs to be stated in the child's report (ie. X has been placed on an Individual Education Plan this semester; this outlines the additional support he/she has received in the specified curriculum area).
- Parents/caregivers will be notified if their child is on the IEP prior to reports being sent home.
- Students who are identified as SAER or who receive Disability Resource Allocation may be reported on using an alternative format called SEN Reporting.
- Using the SEN Reporting system, teachers identify specific objectives from the Student Documented Plans and comment on progress and achievement.
- Some students will receive a report that comprises of the regular RTP template for some learning areas and the SEN template for others, where students are not able to access the regular (year level) curriculum or utilising Abilities Based Learning Education Western Australia (ABLE WA).

Formal Reporting - Pre-primary - Year 6

At Mount Helena Primary School in Pre-primary to Year 6, we will report in all the learning areas taught. Reporting will be using the letter grades or levels as outlined below.

A general comment is written for all students, which reports on student attitude, behaviour and effort, and includes individualised English and Mathematics comments specific to each student being reported on.



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Formal Reporting - Kindergarten

At Mount Helena Primary School in Kindergarten, we will report using the Kindergarten Curriculum Guidelines. The five Learning Areas will be reported using achievement descriptors.

- Identity – Children have a strong sense of identity
- Connecting and Contributing – Children are connected and contribute to their world
- Wellbeing – Children have a strong sense of wellbeing
- Learning and Thinking – Children are confident and involved learners
- Communicating – Children are effective communicators

Teachers will provide a general comment for each student report which will demonstrate to parents how they can support their child in learning at home.

Formal Reporting - Achievement Descriptors

At MHPS we will report on student achievement using grade descriptors in Pre-Primary to Year 2:

| Level | Achievement Descriptor |
|---------------------|--|
| Excellent | Student demonstrates excellent achievement of what is expected for the year level. |
| High | Student demonstrates high achievement of what is expected for this year level. |
| Satisfactory | The student demonstrates satisfactory achievement of what is expected for this year level. |
| Limited | The student demonstrates limited achievement of what is expected for this year level. |
| Very Low | The student demonstrates very low achievement of what is expected for this year level. |

At MHPS we will report on student achievement using letter grade descriptors in Year 3 - 6:

| Grade | Level | Achievement Descriptor |
|----------|---------------------|--|
| A | Excellent | Student demonstrates excellent achievement of what is expected for the year level. |
| B | High | Student demonstrates high achievement of what is expected for this year level. |
| C | Satisfactory | The student demonstrates satisfactory achievement of what is expected for this year level. |
| D | Limited | The student demonstrates limited achievement of what is expected for this year level. |
| E | Very Low | The student demonstrates very low achievement of what is expected for this year level. |



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Reporting Schedule

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

| Term | Year level / reporting process | | | | | | | |
|------|---|----|--------|--------|-------------------------|--------|--------|--------|
| | Kindy | PP | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 1 | Meet the Teacher Afternoon: Informal community event - Friday 6 February - 3:00pm - 5:00pm held on Mini Oval at MHPS | | | | | | | |
| | Case conferences / meeting with parents of Students at Education Risk (SAER) Review and sign documented plans | | | | | | | |
| | On-entry results | | | | | | | |
| | Student Learning portfolio (Week 9) | | | | | | | |
| | Parent / Teacher meetings- Week 8 (Wednesday 25 March) (and as necessary/requested) | | | | | | | |
| 2 | Case conferences / meeting with parents of Students at Education Risk (SAER) Review and sign documented plans | | | | | | | |
| | End of Semester 1 Student Formal Reports Week 10 - shared via email link | | | | | | | |
| | Student Learning portfolio (Week 11) | | | | | | | |
| | Parent / Teacher meetings (as necessary/requested) | | | | | | | |
| 3 | Case conferences / meeting with parents of Students at Education Risk (SAER) Review and sign documented plans | | | | | | | |
| | Open Night Week 10 - Sharing student learning with families | | | | | | | |
| | Student Learning portfolio (Week 10) | | | | NAPLAN (results) | | | |
| | Parent / Teacher meetings - Week 9 (Wednesday 16 September) (and as necessary/requested) | | | | | | | |
| 4 | Case conferences / meeting with parents of Students at Education Risk (SAER) Review and sign documented plans | | | | | | | |
| | End of Semester 2 Student Formal Reports Week 10 - shared via email link | | | | | | | |
| | Student Learning portfolio (Week 10) | | | | | | | |
| | Parent / Teacher meetings (as necessary/requested) | | | | | | | |