



Djidi Djidi
Aboriginal School

**REPORTING
POLICY**

Updated: September 2012

POLICY OBJECTIVE

Our school will report regular and relevant information to parents/caregivers on student achievement.

POLICY

1. Djidi Djidi Aboriginal School will use the Outcomes and Standards framework (until such time as the National Curriculum reporting system comes online).:
 - to monitor, evaluate and report on and plan for individual students achievement.
 - as the basis for reporting school progress and achievement and demonstrating school accountability.

2. Djidi Djidi Aboriginal School will evaluate and report on student achievement of standards specified at Years 3, 5 and 7.

3. Djidi Djidi Aboriginal School will implement system endorsed moderation processes and prescribed system assessments to support teachers to make consistent judgements.

4. Djidi Djidi Aboriginal School will report *regular* information to parents/caregivers on student progress and achievement using:
 - a range of communication strategies.
 - two formal reports during a school year
 - both formal reports will include meaningful comments from teachers in Math, English and an overall comment.

5. Djidi Djidi Aboriginal School will report *relevant* information to parents/caregivers on student progress and achievement.
 - Teachers will ensure that parents/caregivers are informed when their children experience learning issues.
 - Djidi Djidi Aboriginal School will provide opportunities for parents/caregivers to discuss their children's progress and achievement with their teachers.
 - Relevant information in reporting will include information about students' academic achievement and progress, values development, work habits along with teacher comments.
 - Reports emphasize different elements of the curriculum at the different phases of schooling

BACKGROUND

Effective reporting requires the use of a broad range of formal and informal, oral and written communication strategies to provide parents with accurate and relevant information about their children's achievement and progress.

It is important that parents/caregivers receive regular, informal and honest feedback. This involves two-way communication - school to home and home to school - and involves partnerships between parents/guardians and teachers. The reporting process can foster the home and school partnership in many ways. It allows parents to be:

- informed about the intended learning outcomes and receive regular evidence of student progress towards those outcomes.
- consulted and encouraged to contribute their knowledge about their children - their aspirations, concerns, strengths and achievements. This can be done orally at interviews and discussions or in writing.
- included in class or school activities and become part of the formative assessment process of their children.

Further, parents/caregivers are entitled to know what expected achievement at particular year levels is and to be provided with accurate and detailed information about how students are performing in relation to those expectations. The reporting on standards will do this. Parents/caregivers will be informed when their child is experiencing difficulties or learning problems as soon as they become apparent.

In all types of reporting, care needs to be taken to give families information that:

- is free of jargon and complex technical language
- focuses on strengths and what the student has achieved in the learning period
- concentrates on the student's learning or development
- relates to clearly identified outcomes
- informs them about the student's level of achievement in relation to standards, including national literacy and numeracy benchmarks
- is reliable and valid within and across schools.

In addition to the formal reports and so that parents/caregivers are not surprised when they receive that information, Djidi Djidi Aboriginal School reports in a variety of other ways including:

- information sessions about the teaching and learning program, timed to suit the needs of each student or year group
- select collections of annotated and referenced work samples as part of portfolio evidence
- parent/caregiver-teacher discussions, that may include three-way conferences in which the students participate
- telephone discussions between parents/caregivers and teachers and informal encounters and discussions
- AIEO visits to show and discuss children's work, successes or concerns
- letters, email and other forms of correspondence from teachers and schools to advise parents/caregivers about successes or concerns
- formal reports include attendance rates however if there are concerns teachers and the principal need to report this to families through notes, phone calls, AIEO visits and/or meetings. If needed the SW Education office and relevant Attendance Coordinator will be involved.

DJIDI DJIDI ABORIGINAL SCHOOL

Term 1:

- **Family Afternoon/Evening** where class teacher/staff outline classroom procedures, rules & expectations.

Reporting to Families

Term 2:

System Formal Report including:
Progress and achievement
Attitudes, behaviour and effort

Term 3:

Family Days:

1. Learning Journey where students *map* work to be shown and discuss self reflection

OR

2. A portfolio that is a purposeful collection of a student's work and is cumulative

ONGOING

- ❖ Teacher phone calls, notes, letters
- ❖ AIEO visit re celebrations and concerns
- ❖ Teacher/family meetings
- ❖ Certificates
- ❖ Meetings involving other personal: School Psychologist, Visiting Teachers, Regional Ab'l Ed. Team

Term 4:

Formal Summative Report including:
Progress and achievement
Attitudes, behaviour and effort
State position (Year 3,5 &7) in English and Maths from NAPLAN tests

Reporting Methods:

Interviews

Individual student performance can be conveyed in three-way interviews with parents, teacher and student: a summative or formative account can be given and sometimes accompanied by a written report. During these meetings the student's progress is discussed and new goals are set for learning. The outcome of this collaboration should be recorded for program planning purposes.

Information Sessions

Parent information sessions (for instance, parent evenings which are held toward the end of Term 1) allow teachers to discuss the progress of students after the settling-in period at the beginning of each school year.

Different approaches may be appropriate for reporting information to parents at other times in the year. Other information nights can be about particular curriculum or assessment initiatives being adopted in the school or classroom.

Sometimes important information can be conveyed between teachers and parents in informal encounters and discussions or as parents participate in classroom and school activities.

Conferences

Conferences can be held routinely or when the need arises. Parents and staff involved with the student are invited to meet to make decisions regarding his or her progress and future programs. Parents can request the people they would like to attend the conference: for example, the student, parents, teachers, principal, therapists, health staff or school psychologist.

Learning Journeys

Students may be made responsible for learning journeys when their family members visit classrooms and schools on occasions such as open days or parent evenings. In planned visits to classrooms, students should be encouraged to show parents their workbooks, files and portfolios, projects or displayed pieces of work.

It is important that students be able to explain to parents the tasks they have accomplished, what they have learnt, and how they might need to improve or change some aspect of their learning.

Portfolios

Student portfolios that are used for linking school and home communication are enhanced when:

- an information sheet explains their purpose.
- work samples are annotated to explain the outcomes that the students are working toward and the students' level of success in completing the task.
- a plan of action for the students' future learning indicates their areas of strength, areas that need improving, and new goals that need to be achieved.
- student self evaluations and reflections are included.

A quality portfolio provides a sound starting point for parent interviews and parent feedback.

Communication Books

Communication books are written forms that can move between school and home on a daily/weekly basis or at some other designated time, to exchange messages with parents about students' progress. They can be organised for teacher, parent and student comment.

Formal Reports

- Djidi Djidi Aboriginal School will issue twice a year a formal report on the progress and achievement of each student (Years 1 – 7) using the DET prescribed system reporting templates. Kindy and Pre-Primary be expected to report formally twice a year. This will report on Literacy, Numeracy, Noongar Language and Physical Wellbeing, Social and Emotional skills and progress. .
- Portfolios are also a requirement in Kindy and Pre-Primary