



Kincumber Public School Policy

Reporting to Parents

Key Accountability: Learning Outcomes

Departmental Policy References:

https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml

Next review date: Term 2 2024

Purpose

The aim of this policy is to communicate to parents how the school reports student achievement to parents, including written reports that comply with NSW DoE requirements. It should be read in conjunction with the DoE policy *Curriculum planning and programming, assessing and reporting to parents K-12*.

Rationale

The *Curriculum planning and programming, assessing and reporting to parents K-12* policy states:

1. Schools will provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.
2. Parents/carers of all students are to be provided with a formal written report on their child's learning twice a year in digital or print format. The components of the written report will meet the [Policy Standards](#).
3. Schools will report on the six KLAs of English; mathematics; creative arts; human society and its environment (which includes history and geography); personal development, health and physical education; and science and technology.
4. Schools will distribute required formal reports about DoE testing programs such as NAPLAN, Year 1 phonics check and Best Start and provide opportunity for discussion between teachers and parents/carers.

Implementation

At Kincumber Public School reporting to parents will include:

1. A **written report** at the end of Semesters 1 and 2 published to the Sentral Parent Portal.



2. A **student led/three way conference or parent/teacher interview** in the last two weeks of term 1.
 3. **Parent information breakfast meeting** early in term one to explain classroom rules, expectations, classroom procedures and an outline of the year's work.
 4. **An optional parent/teacher interview** in the first two weeks of term 3.
 5. **Informal communication** between teachers and parents as required.
- 1. Written reports**

The formal written report for each student will:

- use plain English
- provide information on a student's learning in each of the KLAs
- compare the student's achievement in each KLA or subject against statewide syllabus standards using a scale
- include teacher comments for each KLA; comments will identify areas of student strength and areas for further development
- have information about the student's attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- provide information about the student's social development and commitment to learning.

Special Circumstances

Separate report formats are used in some circumstances.

Early Stage One

Students in kindergarten have a different report format from Years 1 – 6.

Students with Special Learning Needs

Students who follow an Individual Education Program (IEP) for a specific learning disability and/or for whom accommodations or adjustments have been made, may not receive the general school report. This report indicates a student's achievement against a personalised learning program because the child has learning needs that require access to content and competencies that are at a different level from their age peer group.

Reports for students, whose learning program is based on syllabus outcomes that are the same as the age/stage of their peers, receive either the kindergarten or Year 1 – 6 report.



Reports for students, whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, including life skills outcomes, will indicate achievement against a personalised learning program.

Students who have accessed support under the New Arrivals Program (NAP) or who have an EAL/D learner profile.

English will be reported under the English as a Second Language (ESL) Scales. Schools will report on the overall English as an additional language or dialect (EAL/D) Learning Progression phase of all students described as EAL/D. Schools will report on how EAL/D students' English language learning has been supported and their progress in learning English.

For other EAL/D students (more than four terms in an Australian school) achievement in the KLAs or subjects will be reported using the five-point achievement scale

Reports for non-government schools

It is the policy of this school not to provide reports on individual students or references at the request of parents for non-government schools. The school report should be used for this purpose.

Requests for Early Reports

When a parent requests a report be given early due to leaving the school before the advertised publication date, the report will be posted to the parent portal on the date reports are distributed digitally for all children.

2. Student led/three way conferences and parent teacher interviews

Conference and interview schedule information and bookings will be managed and advised to parents via the Sentral Parent Portal booking system.

Student-led conferences are held in the last two weeks of term 1.

- Conferences are held in teachers' classrooms.
- Each teacher is allocated a half day over the 2 weeks to facilitate conferences.
- Class teachers provide work for their students who are supervised by other teachers on the same stage.
- Groups and other stage activities may not operate during this time.

3. Parent information breakfast meeting

This is an informal meeting where teachers can give general information to parents about classroom operations. Class teachers hold their meeting in classrooms while non-teaching staff provide minimal supervision for students in the playground. Light breakfasts are available from the canteen and served



before the meeting. Breakfast starts at 8am approx and meetings commence at 8.30am (actual times will be communicated by note home and the parent portal). Teachers will provide handouts and other information via the portal for families who are unable to attend. Where circumstances prevent a face-to-face activity the meeting will be scheduled in an online format.

4. An optional parent/teacher interview in the first two weeks of term 3.

After reports are distributed at the end of Semester 1, teachers and/or parents can request an interview to discuss the report. Parent/teacher interviews are held in the first two weeks of Term 3 either online or face-to-face.

5. Informal communication

Interviews may be conducted at either parent or teacher request at anytime throughout the year. Parents should be involved and well informed about their child's progress, goals and achievements well before the twice yearly school report is issued. Parents should be informed of any serious concerns as the need arises.

Management of reporting

1. The principal is ultimately responsible for quality assurance for reporting to parents, including adherence to school and DoE policies. Twice yearly written reports are produced using Sentral, a web-based report generating program. The principal is responsible for ensuring training for school staff and access to the system.
2. Supervisors play a vital role in quality assurance in relation to reporting. They monitor reports sent home; keep themselves aware of important issues in those reports and respond to, or refer on issues arising; train and share good practice and identify areas of strong performance and where improvement is needed.
3. Teachers have a key role in initiating communication in regard to student achievement and concerns in a timely manner to parents, supervisors and the school's Learning Support Team. They are expected to comply with policies and procedures of DoE and KPS when reporting to parents. They have a responsibility to assess, monitor and document student progress in an ongoing manner in order to compile written reports.
4. Parents have an important role in maintaining two way communication in regard to seeking information about student progress from class teachers and attending the scheduled Term 1 conference and other planned activities.