**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

**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 DET requirements. It should be read in conjunction with the DET 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. Schools will provide parents/carers with a written report on their child’s learning at least twice per year. The components of the written report will meet the Policy Standards.
3. Schools will disseminate to parents/carers the reports from state-wide testing programs and, as appropriate, will 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
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, homework procedures and an outline of the year's work.
4. **Informal communication** between teachers and parents as required.
5. **Written reports**

**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.

**Students who have accessed support under the New Arrivals Program (NAP)**

English will be reported under the English as a Second Language (ESL) Scales.

**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 release date, the report will be posted to the parent on the date the reports are distributed to all children.

1. **Student led/three way conferences and parent teacher interviews**

These are held in the last two weeks of term 1.

* Interviews are held in teachers’ classrooms.
* Each teacher is allocated a day over the 2 weeks to hold interviews.
* Class teachers provide a day’s 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.
* Interview schedules and letters will be distributed to parents to advise of allocated times.

1. **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. Parents are invited to bring a plate to share and 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).

1. **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 DET 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 DET 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.

Evaluation and Review Date

Term 1 2014