



Albany Primary School

School Reporting 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:
 - Conduct a parent meeting within the first 4 weeks of the school year outlining their key strategies and approaches.
 - Send home an "Information Broadsheet" within the first 4 weeks of term 1 that reflects the key points made in the parent meeting and fulfilling requirements provided (see appendix C).
 - 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 (see appendix A and B).
 - At the end of terms 1 and 3 conduct a "Learning Journey" that includes:
 1. Students showing their parents and talking to them about their daily and term activities at their desks in a range of curriculum areas.
 2. Time for parents to provide feedback to the student about their work.
 3. Time in class and out of class for this to occur. This can be morning and/or afternoon.
 - Conduct parent interviews on a needs basis with information recorded on school interview forms (see appendix D).
 - 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.
2. 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.

3. Teachers may like, but are not required, to set additional reporting mechanisms whilst consulting with their POD leader. Other mechanisms can include:
- Class open time
 - Informal parent/teacher chats before and after school
 - Informal parent classroom visits before and after school.
 - Contact books
 - Home reader folders
 - Comments on workbooks
 - Annotated work samples
 - Workbooks concluded and sent home.

Conclusion

The school is committed to ensuring that all parents are well informed about their child's progress.