## Tammin Primary School REPORTING TO PARENTS GUIDELINES

**OUR PURPOSE**

Tammin Primary School and its teachers are responsible for informing parents/carers about their children's progress at school, their strengths and aptitudes, the areas that require improvement and the strategies being implemented to assist.

| ASSESSMENT | OUR PRACTICE |
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| 1.<br>Parents are informed about their child's progress utilising the Australian Curriculum against which student achievement and progress is measured.<br><br>Assessment should be carefully constructed to enable judgements to be made about student's progress in ways that contribute to ongoing learning.<br><br>Reporting occurs both formally and informally, routinely and according to need. | The school reports to parents:<br>• routinely and formally in June and December each year against the Australian Curriculum outcomes;<br>• according to need, as expressed by teachers or parents, at other times throughout the year;<br>• Report comments to be limited to 5 sentences and adhere to 'feedback sandwich' structure;<br>• Use simplified language relevant to audience;<br>• Reports to be completed and edited by teachers by **Week 6, Term 2 & Term 4**. |
| 2.<br>Assessment practices should be educationally sound and contribute to learning.<br><br>The reporting process involves the collection & sharing of work sample evidence of student achievement and a written record of progress.<br>1. Student Report, which is kept by parents at the end of each semester.<br>2. Student Working Portfolio, which is stored at the school for handover & future use. | Throughout each semester, teachers collect work sample evidence, which will accurately and honestly inform parents about their child's progress.<br><br>This material will include:<br>• work samples & assessment tasks;<br>• observations of work habits and social skills;<br>• observations about areas requiring development;<br>• on-going teacher judgments;<br>• SCSA rubrics<br><br>*Portfolios to be edited & completed by Week 9, Term 1 & Term 3.* |
| 3. | |

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| Assessment needs to take account of the diverse needs of students<br><br>Students take responsibility for their own learning and identifying their strengths and areas for further development. | Students play a role in reporting to their parents including:<br>• evaluating their own learning;<br>• setting goals for future development, where appropriate;<br>• negotiated work sample evidence for inclusion into Student Portfolios;<br>• participating in the parent-teacher interview, where appropriate. |
| 4.<br>Written material collected or prepared for the purpose of reporting to parents reflects high standards of professionalism on behalf of the teacher. | Teachers ensure that material used for the purpose of reporting to parents:<br>• is a valid representation of the child's ability and present standard of achievement;<br>• is complete;<br>• is marked and corrected;<br>• has teacher comments which use professionally appropriate and constructive language.<br>• provides positive recognition and affirmation of a child's strengths;<br>• provides constructive suggestions for future learning and development. |
| 5.<br>The conference which forms part of the reporting to parents' process informs parents about the curriculum, as well as their child's progress and achievements against the curriculum.<br><br>It is conducted in professionally appropriate language and provides an honest balanced picture of the child's strengths and areas for future development. | The class teacher prepares for interviews by:<br>• collecting the evidence;<br>• becoming familiar with the evidence;<br>• identifying areas of strength and those requiring future development ;<br>• creating a positive ambience for the interview;<br>• 'Conference Record' used to record the interview & placed on Student File at completion. |