



St Joseph's Catholic School

Queenstown

REPORTING TO PARENTS POLICY

RATIONALE

Accurate and comprehensive reporting of student achievement, development and performance assists in establishing open communication, improving student learning, assists in establishing future direction, and helps to identify areas of exemplary student performance, as well as areas in need of support and assistance. Schools are responsible for reporting on student achievement to the students themselves, to parents, to other teachers and schools, and to the Tasmanian Catholic Education Office and other statutory education authorities. Reporting format and frequency must conform with Federal Government expectations.

AIMS

- To report student achievement, development and performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- To meet all TCEO and Australian Government reporting requirements.

PROCEDURES

- Each year parents will be provided with two written reports: prior to the end of the second term and at the end of the school year. Student achievement will be reported against the Australian Curriculum, TCEO mandated curriculum documents, St Joseph's Catholic School Scope and Sequence outline and other relevant teaching and learning programs.
- Written reports may include: a summary of the curriculum and assessment program for the student's class; achievement in all nine key learning areas; an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies; and assessment of areas in addition to the academic curriculum. (Including attitude, participation, social skills, extra-curricular activities and attendance.)

- A Student Folio that is representative of the student's typical work response and reflects the written report's grading statements will complement written reports.
- Formal Parent-Student-Teacher Consultations will be offered to parents through a variety of formats: a Parent Information Evening early in first term; a compulsory Parent-Student-Teacher Consultation following the distribution of written reports and a non-compulsory Parent-Student-Teacher Consultation in December following the end of year report.
- Parents may make appointments with teaching staff members as appropriate and in addition to formal consultations.
- Individual Education Plans (IEPs) are provided and reported against for students who receive special Government funding. The class teacher and the Learning Support teacher in consultation with parents and persons who have specific expertise develop these IEPs.
- Students will be responsible for accepting increased responsibility for their own learning and attainment of learning outcomes.
- The school will participate in state-wide testing programs, in particular Performance Indicators in Primary Schools (PIPS) for Preparatory students and benchmark testing in Literacy and Numeracy. It will provide to the Tasmanian Catholic Education Office all necessary performance data and will maintain appropriate student records. Parents will also be provided with appropriate data concerning their own children's achievements.
- The school will analyse and interpret its achievement in comparison to aggregated state-wide performance data for Catholic schools, and will develop strategic responses in an effort to maximise student achievement.

*This policy and associated practices will be reviewed as part of the
St Joseph's Catholic School policy review cycle.*

**Implemented February 2006
Revised September 2007
Amended June 2010**