PURPOSE
- The purpose of the Reporting to Parents Policy is to outline the process for communicating the learning of individual students at Kew East Primary School.

POLICY GUIDELINES
- Reporting is the process by which assessment information is communicated to help students, parents, teachers and the educational system make decisions by providing information about what students know and can do, together with recommendations for their future learning.
- Reporting to Parents at Kew East Primary School includes the following formal components:
  - Detailed written reports distributed in June and December;
  - Student Learning Portfolios – Individual Learning Goals and Work Samples sent with home each semester with reports;
  - Parent/Teacher meetings comprising of a Meet-the-Teacher meeting in February and a Parent/Teacher meeting at the end of Semester 1, and
  - Student attendance at these is encouraged from Years 3 – 6. These can include a student led discussion of their learning – referred to as ‘Partnership Meetings’.
- In addition, Reporting to Parents at Kew East Primary School takes place as required through:
  - Parent/Teacher Support Group meetings for identified students, including those whose learning is supported through the use of Individual Learning Plans (ILPs)
- Other opportunities for reporting may be initiated by either teacher or parent when appropriate, and can take the form of:
  - Informal meetings;
  - Telephone discussions; and
  - Letters/notes.
- All government schools are required by DEECD to provide written student reports to parents twice a year (mid and end of year).
- VCAA in conjunction with federal and state governments require all schools to send NAPLAN reports to all parents of Year 3 & 5 students.

Student Reports
- Inform parents of their child’s progress against statewide standards.
- Comply with departmental requirements.

Learning Portfolios
- Complement the detailed written June and December reports by providing evidence of the student’s learning.
- Aid communication between parents, students and teachers about what students have been learning

Individual Learning Goals
- Identify an area of learning (with a focus on Maths and English) for each student to improve in.
- Each learning goal supports the development of metacognition through the inclusion of ‘reflection’ that also helps identify areas of future learning.

Work Samples
- Provide a snapshot of some of the learning experiences students have been involved in, and taken from across the curriculum.

Parent/Teacher Meetings
- Support communication between teachers, parents and students regarding the learning progress of students.

POLICY IMPLEMENTATION
Student Reports will contain:
- Detailed classroom and specialist teacher comments
- Written comments from intervention programs as appropriate
- Strategies the school can employ to assist the progress of the student
- Suggested strategies parents can use to also assist the progress of their child

Learning Portfolios
- Consist of an Individual Learning Goals section, and a Work Samples section
- Staff ensure that parents receive the Learning Portfolio with the June and December reports
Students are expected to talk about their learning experiences with parents, using the Learning Portfolio with its goals when appropriate.

Parents ensure that the Learning Portfolio is returned to school at or soon after parent/teacher meetings.

**Individual Learning Goals**

- Are developed at the beginning of each semester by students in consultation with their teacher.
- Include strategies students can use to help them achieve their goals and ways they can measure how successful they have been.
- Parents support their child in implementing strategies identified in their learning goal(s)
- Learning Goals developed by students that include a reflection on their progress completed towards the end of each semester.
- Parents are given the opportunity to view the goals at the beginning of each semester after they are first developed.
- Students complete their reflection at the end of each semester.
- Parents are asked to give supportive feedback and comment on their child’s progress towards achieving their learning goals when the Learning Portfolios are sent home to parents with the semester reports.
- At least one goal will be supported by a work sample that relates to the learning identified in the goal each semester.

**Work Samples**

- Reflect the learning process by including examples of students' learning at the beginning; during; and at the end of the learning experience. Portfolios sometimes include 'plans' and 'drafts' as well as 'final' samples.

The number of work samples increases as students progress through VELS levels, but includes at least:

- 1x Maths task
- 1x English task
- 1x Integrated Studies task

Some work samples are identified by teachers to be included, and for others, students are given the opportunity to choose which pieces are included.

**Parent/Teacher Meetings**

- Are based on understandings gained from students’ work samples and written reports.
- Senior students are expected to lead the discussion of their learning with parents in Parent/Teacher Meetings. In these meetings (Partnership Meetings) the role of the teacher is to support the student.

**EVALUATION**

- This policy will be reviewed by the Teaching and Learning, Annual Implementation Plan Team, in accordance with the School Council Policy Schedule or at the discretion of School Council.