



Reporting Procedures 2016 Parent Guide

Reporting Procedures at Palmerston Primary School Parent Guide 2016

These procedures have been written to comply with the ACT Department of Education *Reporting on Student Achievement and Progress to Students and Parents* policy, and should be read in conjunction with it.

School Context Rationale:

Palmerston District Primary School is situated at the entrance of the Gungahlin District and was opened in 1995. The school is a harmonious mixture of families from different backgrounds and cultures. We have welcomed the residents of Crace to the school in recent years. We have 538 students in 26 classes from preschool to year 6. We comprise of 4 preschool classes, 17 mainstream classes, 1 Learning Support Unit, 2 Introductory English Centre classes and 2 classes for students who are identified as intellectually gifted (with 2 cluster group classes).

We are an established school that sets high expectations for all and upholds positive values that reflect our community. Palmerston District Primary School strives to promote a quality learning environment which recognises the uniqueness of each child. We support and challenge the students to achieve to the best of their ability and foster a passion for lifelong learning.

Palmerston District Primary School is striving to provide for all our students. We are a school on the move. We provide a band program with three bands, lunchtime clubs, singing across the school, student leadership opportunities and host sporting clinics. We provide a written report to families in terms 1, 2 & 4 with an offer of parent/teacher interviews in terms 2 & 4. As part of our reporting to parents, we provide Learning Journeys and a Science Fair in term 3 each year. This is an opportunity for our students to showcase their learning to family and friends. We offer Indonesian as our language for years 3-6 and provide an Environmental Science program with outstanding gardens and a chicken coop. Our library is open every day from 8.30am and provides exciting learning opportunities at lunchtimes. A Before and After School Care program is on site for years Kindergarten to 6.

As a whole school community we facilitate an environment which fosters contributions by students, teachers and parents. In 2015 we developed our whole school vision for Palmerston District Primary School. We believe that our students can learn the skills, values and confidence that will enable them to be prepared for their high school years and beyond into the wider community thus becoming global citizens. We model our school values of Palmerston PRIDE - Participation, Respect, Integrity, Determination, Empathy. Parents and teachers work together to be role models for our community through being lifelong learners and creating a harmonious environment that supports respect for all. We live our school motto of: Together we learn from each other.

At Palmerston Primary School we value a variety of reporting formats to ensure parents receive the 'whole' picture of their child's progress and development. The written reports should be read in conjunction with classroom work samples, Learning Journeys, Parent -Teacher Interviews, Naplan results, PIPS results and the Departmental Summary Report. Palmerston Primary also values informal reporting strategies as an important element in promptly informing parents if their child is experiencing difficulties at school.

The range of reporting formats also provide parents with alternative and inclusive reporting practices to accommodate the needs of:

- our culturally diverse population
- parents with disabilities
- families with lower literacy skills
- separated parents and
- families with known needs.

There are a number of students whom satisfy the exemption criteria for NAPLAN. These are students who receive special education funding, and who have an individual learning plan, and students from a background other than English who have been learning English for less than 12 months. In these situations children are reported on against their Individual Learning Plan or the ESL teacher will prepare an ESL Scale Report using the Departments ESL Scales template.

Forms of Reporting

Written Reports	When
<p>1. PIPS Summary Report</p> <p>Produced centrally from PIPS data for Kindergarten students. The Directorate provides the timeline for the reports each year</p>	<p>End of Term 1 & 4</p>
<p>2. Term 1 Interim Student Achievement Report</p> <p>The report is a summary of your child’s achievement in English and mathematics for Term 1. It also highlights your child’s social development and gives sense of how your child works with others including peers and teachers and their attitude and work habits.</p>	<p>End of Term 1</p>
<p>3. A-E Reporting- Summary Report Template for Yr 1-6 students</p> <p>A grade (A-E) will indicate a child’s achievement of the knowledge, skills and understandings expected as a result of the program of work delivered in the key learning areas in the classroom. For students who for unforeseeable circumstances cannot be assessed e.g. illness an S (Status) grade will be awarded.</p> <p>Teachers use <i>assessment rubrics</i> to assess student achievement.</p> <p>Teachers work in year level teams to moderate student assessment to ensure consistency across classes.</p> <p>The school has developed authentic whole school assessment items across the grades that are used for the moderation process.</p>	<p>End of Each Semester</p>
<p>4. Palmerston Primary Semester Reports</p> <p>Two written reports will be provided each year with a separate format for Pre-school and another for Kindergarten to Year 6.</p> <p>A Key to Achievement in Learning Areas and Effort is detailed in each report.</p> <p>Comments will describe</p> <ul style="list-style-type: none"> • what the student is able to do (strengths) • areas in which the student requires further attention or development, and • ways of supporting the student in his or her learning (strategies). <p>Social Development Checklist – Kindergarten – Year 6 students</p> <p>Indicate the student’s social development, attitude and commitment to learning against a set of standard outcomes devised by the school. It will also include information about the child’s participation in school activities and attendance.</p>	<p>End of Each Semester</p>
<p>5. System Assessment Reports – NAPLAN</p> <p>Results from system assessment for students in years 3 and 5. This takes place in term 2 but the results are usually not made available until term 4.</p>	<p>Term 4</p>

The Learning Journey (K-6)	When
<p>A Learning Journey is an opportunity for students to demonstrate the knowledge, skills and understandings they have achieved across their class program in a structured way to an adult.</p> <p>A Learning Journey:</p> <ul style="list-style-type: none"> • is a way for students to share learning experiences with parent/guardians • is a way of informing parents about the way in which their children learn • provides an insight into each student's development, particularly in oral language • provides an overview of the child's classroom experiences • teaches children to reflect on their learning 	<p>End of Term 3</p>

Parent/Teacher Interviews	When
<p>1. Parent/Teacher Evening</p> <p>At the beginning of the year parents are encouraged to attend a Parent/Teacher Evening at which the class teacher shares information on the class program, homework policy and general classroom procedures. The school executive and staff will also provide information, to the whole community, on student's learning opportunities and priorities for the year ahead.</p>	<p>Week 3 Term 1</p>
<p>2. Following Written Reports</p> <p>Written reports at the end of each semester will always be accompanied by an invitation for parent / teacher interviews. Teachers will provide a series of appointment times at the mid-year reporting time to facilitate these interviews. Interviews will be conducted with appropriate privacy safeguards. Written reports are provided prior to parent/teacher interviews.</p>	<p>Each Semester</p>
<p>3. As required</p> <p>Parents will be informed promptly regarding any issues concerning their child's education and will be invited to discuss the concerns with appropriate personnel.</p>	<p>As Required</p>

Informal reports	When
<p>Informal Reporting to parents might include: telephone calls, emails, student-led conferences, parent-teacher conferences, open days, assemblies and the use of journals and homework books.</p>	<p>As Required</p>

Assessment database	When
<p>Teachers will enter student data into the assessment database, which tracks students in the school and allows the school to make informed decisions regarding the student's needs and capabilities.</p>	<p>Term 1, 2 & 4</p>

Portfolio style guide	When
<p>Each child will have a portfolio at Palmerston that will go home with them at the end of the year. This portfolio reflects the child's progress throughout the year and assists parents with the reading of the end of year report. The Portfolio is used also at the mid-year interview to showcase student work. These provide evidence of the knowledge, skills and understandings as well as the quality of work presentation that students have achieved.</p>	<p>Term 4</p>