



Reporting To Parents Policy

Rationale

At Penong Primary School both staff and parents believe that it is for the benefit of the children of our school that there are open, clear and honest forms of communication both from school to home and home to school.

It is for these reasons and with the above underlying belief that the following reporting to parents' policy has been devised.

Reporting is an integral feature of the teaching and learning cycle. It is a means by which we communicate to students, parents and caregivers, the distance that a student has travelled in their learning.

Reporting is the communication both written and verbal.

Reporting should be consistent with the assessment methods used and be meaningful to students, parents and teachers and align with the South Australian Curriculum.

Teachers gather and record information about students which relates to:

- What students know and can do.
- Their learning progress and achievements.
- What the student is being taught.
- What that learning will lead to next.
- How the student is managing in the context of what is being taught.
- How the child perceives their work and abilities.
- Their attitudes and relationships with others.
- Their attendance and participation.

Teachers are expected to use a range of different assessment strategies.

The following structures and strategies will be used when reporting to parents:

- Open Morning
- Learning Samples
- Term Overviews
- Formal Interviews (Term 1)
- Informal discussions
- School newsletters
- Class Visits
- Twice yearly written reports (Terms 2 and 4) based on the South Australian Curriculum
- School Magazine

Principles of Assessment and Reporting

Principle 1

All students have the right to be skilled and knowledgeable participants in the processes of assessment and reporting.

This means:

- students are taught and apply the skills of negotiation and self assessment
- students apply knowledge and skills in a range of contexts
- students skilfully monitor and evaluate their own learning progress
- teachers in negotiation with students explicitly state what is being assessed and the criteria for assessment
- teachers and students identify strengths and weaknesses and emphasise progress/growth points
- student self assessment processes are key elements in improving teaching and learning
- students have the skills and knowledge to influence the processes of teaching and learning through assessment and reporting processes.

Principle 2

Effective assessment and reporting relies on using a comprehensive range of methods and strategies.

This means:

- teachers incorporate assessment activities which promote productive relationships in the learning environment (between teachers and students and between students)
- selection of assessment methods is based on an understanding that all forms of assessment have benefits and limitations for individuals and groups of students
- teachers formally teach students the skills to be successful in a range of assessment methods
- teachers use a range of assessment activities to cater for learner differences and to enable students to demonstrate their learning in various ways
- teachers have challenging and rigorous expectations that all students will succeed in range of assessment activities
- schools develop reporting strategies which respond to the needs of individuals and groups within school communities.

Principle 3

Effective assessment and reporting practices are valid, reliable, fair and equitable.

This means:

- teachers use the agreed curriculum frameworks to describe what is being assessed
- teachers incorporate a range of strategies which are consistent with the teaching processes and learning activities
- all students have the opportunities for teachers to share and develop assessment and reporting practices
- goals are clearly stated, explicit and unbiased
- teachers make decisions about assessment and reporting so that practices are free of discrimination, exclusion and harassment
- reporting to parents is consistent with the needs of the audience
- students are engaged in genuine work and authentic assessment tasks or activities

Principle 4

Teachers' planning and programming includes a range of strategic assessment and reporting practices.

This means:

- teachers develop assessment and reporting plans as part of the teaching and learning program
- teachers do not over assess; they're selective about what is assessed and when
- teachers and students monitor progress towards agreed learning goals
- teachers plan opportunities with students to learn the skills and develop the knowledge required to be successful informal recorded assessment tasks
- teachers and students use information gained from strategic assessment activities as a basis for reporting to parents and caregivers

Principle 5

A coordinated whole school approach supports effective assessment and reporting practices.

This means:

- schools include a focus on assessment throughout all stages of curriculum planning and implementation
- schools explore innovative ways of assessing and reporting learning outcomes
- schools develop a range of reporting procedures which are consistent with assessment practices
- schools' reporting practices respond to the needs of individuals and the school community
- parents and caregivers have the opportunity to be involved in the reporting process
- schools regularly review assessment and reporting practices
- schools develop coherent assessment and reporting practices which are consistent with quality teaching and learning programs

Responsibilities

Teachers have the responsibility to:

- involve students in the assessment, recording and reporting processes
- negotiate assessment, recording and reporting procedures to meet the learning needs of individual students and groups of students
- maintain and share records of student progress where relevant
- use strategic assessment and reporting practice
- report student progress and achievement to parents/caregivers within the parameters of this policy
- report student achievement as required to the Department of Education

Principals have the responsibility to:

- manage the implementation of the policy
- ensure that information about the policy and school action is accessible to all members of the school community
- ensure that teachers are supported to implement Reporting on South Australian Curriculum in the Department of Education Schools Rec-Year 10 procedure.
- ensure that the school's assessment and reporting practices are regularly monitored, reviewed and evaluated

Reviewed August 2025

Signed 
Principal
Next Review August 2028

Signed: *Allison Shipard*
Chairperson Governing Council