



# Our Lady of Mt Carmel School Mullewa

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## REPORTING GUIDELINES AND PROCEDURES

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### POLICY

- A variety of reporting methods are to be used to explain a child's education and personal wellbeing.
- Reporting and providing feedback is recommended to be held in a formal manner, but there are occasions when parents wish to raise an issue in an informal manner.
- Formal and informal approaches of reporting are acceptable.
- If an issue appears to require more in-depth discussion, it may often be necessary to suggest to the parent that a formal meeting time be established. This is to provide quality time to the parent to discuss issues about their child's progress.
- All discussions and meetings are to be documented and kept in the child's relevant SEQTA folder.
- A follow-up time is made with the parent to discuss further achievements or steps to assist the child at school.

### PROCEDURES

#### *Parent/Teacher Interviews*

All parents are offered time during the last two weeks of terms 1 and 3, to meet with the classroom teacher of their child. The aim of this form of reporting is to have the teacher and parent/s present to discuss the learning of the student. Goals are set and evaluation of work achieved is assessed and commented on by all parties. This is a very real and informative appraisal of the child's reflections and abilities at school.

#### *Formal Reporting Formats– Term Two and Term Four*

For students from Pre Primary to Year 6, a formal written report is sent home to parents at the end of each semester. These reports are designed to give an indication as to what a child is able to do, based on their knowledge, understanding, skills and social aspects displayed throughout a semester. For students in Kindergarten a work samples will be shown and discussed at Parent/Teacher interviews.

The reports, at this stage, are a generic computer based format.

It is imperative that these reports do not stand alone in regards to a child's progress. Teachers need to constantly assess the student's achievements through the collection of evidence to support their on-balanced judgements. Teacher's must refer and adhere to the OLMC Assessment Schedule that outlines the schedule and expectations for assessment and data collection.

Further evidence may be routinely collected through other methods such as:

- Observations – checklists.
- Rubrics.
- Tests to gauge levels of knowledge and skills.
- Work samples.
- Products.

Reports need to be completed on the computer and handed to the Principal within the set time. Once corrections have been made, they are entered into SEQTA and saved. The report is then printed and sent home to the Guardians of the student. This occurs twice a year, at the end of term two and at the end of term four.

**Open Classrooms** are to be a part of the reporting process. These days can be on a portion or whole day format. Teachers may use curriculum days, celebration of a theme day etc. to invite families and friends along to view a child's work and/or to provide information about the structures and procedures of a class routine. A whole school open evening may occur at the start of the school year to inform parents of classroom operations and expectations.

#### ***Parent /Teacher Discussions***

It is part of the school's reporting policy that teachers meet with each parent at least twice a year, at appropriate times. Parents of children experiencing academic or social problems should have meetings every term. The Parent/Teacher Meeting format is to be used for the interviews.

#### ***Individual Education Programs (IEP's)***

This form of report and documentation is for students receiving special needs support. Parents are to be contacted at the start of each term to discuss the IEP and then again at the end of the term to review the IEP. The IEP should be signed by the parent/s of the student. A copy of the IEP is to be kept on SEQTA, as well as with the classroom teacher's records and also within the office file of the student.

#### ***Curriculum Adjustment Plans (CAP's)***

This form of plan and documentation is for students considered needing adjustments to the curriculum: ie- students at risk, those needing attention. These can be individual or small group plans.

#### ***Consultants/Specialist Reports***

These reports are kept locked in the Principal's Office in line with the Privacy Act (2001).

#### ***Ongoing Reporting Methods***

It is envisaged that reporting will take on a number of options throughout the year. These will be in the format of class work samples, notes, open days, formal reporting (at the end of each semester), student portfolios, etc.

## **RECORD KEEPING OF STUDENT REPORTS AND PROCEDURES**

### ***Student Files***

The items below are to be held on file within SEQTA:

- Copies of all correspondence with parents are to be recorded (which the Principal is automatically alerted to via email). Hard copies will also be kept with classroom teacher records,
- Copies of student's reports,
- Copies of a student's IEP or CAP,
- Any Occupational Therapy, Physiotherapy, Speech, Child Health, and Continence reports.

### ***Classroom Teacher, Student Records***

Teachers will retain:

- Copies of all correspondence about a student.
- Interview records.
- Work samples.
- Assessment evidence (previously listed).
- Judging Standard records.

### ***Formal Identification Procedures for Literacy***

Teachers will report to parents, on a personal basis about the results of these procedures. This is to maintain confidentiality about a child's progress.

Parents will be asked to assist in implementing literacy skills for their child. This will be in the form of practise tasks, following on from classroom tasks.

Please read our Privacy Policy and secure or destroy personal and/or sensitive information as stated in the Policy.