



All Saints School  
Albany Creek



Walk In Love



# Yearly Overview of Reporting Process

Reporting concerns the way that information *on* and *about* student learning is communicated to others, including parents. At All Saints School, reporting is viewed as an important and integral part of teaching and learning. There are many and varied ways of reporting a child's progress throughout the year. Each has a different purpose and provides different information. No single method can be left to carry the whole burden of reporting. The most effective reporting occurs when a variety of approaches are used.

The following is an overview of the reporting process that is currently used at All Saints. It needs to be considered in the context that the school community made the commitment to review, in depth, Assessment and Reporting practices during 2005 and 2006. As such, we have endeavoured to bring our reporting process in line with recognised *best practice* and government legislative requirements. It is acknowledged that parent consultation is an ongoing process, and that at any given point in time our school (and the education community in general) is subject to government mandated initiatives.

#### TERM 1

- ⇒ **Years 1-7 Parent/Teacher Information Evening** (*early in term*) - Generally whole year level gathering, at time followed by breaking into individual classes. Information sharing focus.
- ⇒ **(Beginning of Year) Parent / Teacher Conference** (*early in term*) - Parents make an appointment and share insights concerning their child.
- ⇒ **Year 1 Reading and Phonics Information Night**
- ⇒ **Class Newsletter** - Generally at the beginning of term or at the commencement of new units of work.
- ⇒ **P-7 Work Samples** - *May be sent home throughout the term.*
- ⇒ **Student Support Team Meetings** for children experiencing difficulties (*ongoing throughout term*).
- ⇒ **Curriculum Matters publication** - Periodically

#### TERM 2

- ⇒ **Class Newsletter** - Generally at the beginning of term or at the commencement of new units of work.
- ⇒ **P-7 Work Samples** - *May be sent home throughout the term.*
- ⇒ **Curriculum Matters publication** - Periodically
- ⇒ **Student Support Team Meetings** for children experiencing difficulties (*ongoing throughout term*).
- ⇒ **Formal Reviews** for students ascertained under Commonwealth Government guidelines (*each semester*).
- ⇒ **Parent Information Evening** focusing on Learning, Teaching and Reporting in the Early Years at All Saints (Prep parents as target audience)
- ⇒ **Years P-7 formal Written Report Card** - *End of term or early Term 3.*

#### TERM 3

- ⇒ **P-7 Parent/Teacher Conference** (*early in term*) - Teacher requested. This will be accompanied by sharing of Student Learning Portfolios and discussion of the mid year formal Written Report Card (sent home end of Term 2).
- ⇒ **Class Newsletter** - Generally at the beginning of term or at the commencement of new units of work.
- ⇒ **P-7 Work Samples** - *May be sent home throughout the term.*
- ⇒ **Curriculum Matters publication** - Periodically
- ⇒ **Student Support Team Meetings** for children experiencing difficulties (*ongoing throughout term*).
- ⇒ **Readiness for Prep Information Evening** - for parents of children anticipating starting Prep the following year.

#### TERM 4

- ⇒ **Class Newsletter** - Generally at the beginning of term or at the commencement of new units of work.
- ⇒ **P-7 Work Samples** - *May be sent home throughout the term.*
- ⇒ **Curriculum Matters publication** - Periodically
- ⇒ **Student Support Team Meetings** for children experiencing difficulties (*ongoing throughout term*).
- ⇒ **Formal Reviews** for students ascertained under Commonwealth Government guidelines (*each semester*).
- ⇒ **Prep Parent Information Evening** for parents of the following year's intake of Prep students.
- ⇒ **Prep Orientation** for the following year's prep students, and their parents
- ⇒ **Year 3 / 5 / 7 Test Results to be forwarded home** - *End of term.*
- ⇒ **Years P-7 formal Written Report Card** - *End of term.*
- ⇒ **Option for Parent or Teacher Requested Interview** - *End of term.*
- ⇒ **Student Learning Portfolios to be forwarded home** - *End of term.*

As individuals, teachers will also choose to make use of a variety of avenues of reporting during the year, such as weekly, monthly and/or term newsletters, assignment /task details, open nights / days, parent updates, and class displays or celebrations of learning. Anecdotal reporting and informal discussions, particularly in the early years, are also common. This flexibility allows teachers to establish a system of effective communication, which meets the needs of parent/s, teacher and child.

★★★ Parents and teachers can request interviews at any time throughout the year, ★★★  
by advance appointment, for the convenience of both parent and teacher.

***Further details about some of our Reporting Practices at All Saints School...***

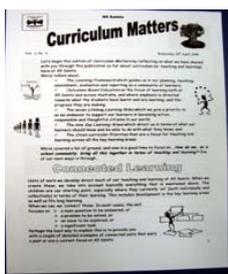
**Initial Parent/Teacher Information Evening (Reporting About Student Learning)**

The initial, year level or class gathering (Yrs 1-7) provides information relevant to all children and parents about the school year ahead. A general overview includes information about:

- ★ Main aspects of curriculum areas
- ★ Behaviour management
- ★ Classroom organization (including homework and routines, and parent involvement)
- ★ Teacher expectations
- ★ Future events (eg camps, excursions, sport)

An information pack for parents, outlining some of these details, may be forwarded to parents at some time during the term.

The Parent/Teacher Information Evening provides a wonderful opportunity for parents to meet each other and the class teacher, to discuss teaching and learning for the year ahead, to learn about day-to-day happenings at a given year level, and to ask questions.



***All Saints School Curriculum Matters (Reporting About Student Learning)***

This school based publication provides a link between school and families where information concerning curriculum (i.e. teaching and learning) is shared. Topics vary from the broad to the very specific. It is anticipated that after the initial fortnightly production in the first half of 2006, future publications will be once or twice a term. Back copies are available, on request.

**Beginning of Year Parent Teacher Conference (Reporting On & About Student Learning)**

This gathering involves parents (and at times the learner) meeting with the class teacher to share information about their child (eg strengths, areas of concern, social / emotional issues, future goals). Where appropriate, teachers may share insights. Such gatherings may provide the teacher with valuable and important information about the child, and is the beginning of a year long partnership between teacher (and school) and home.

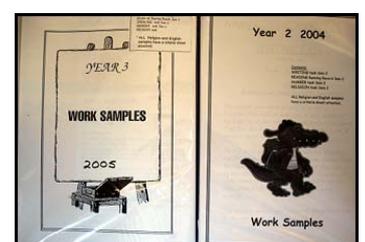


**Celebrations of Learning (Reporting On Student Learning)**

During Celebrations of Learning students, parents and teachers come together and share or participate in learning experiences relating to a unit of work. These occasions are valued as they extend the opportunity for parents to join in and support their child's learning, as well as genuinely celebrate their achievements.

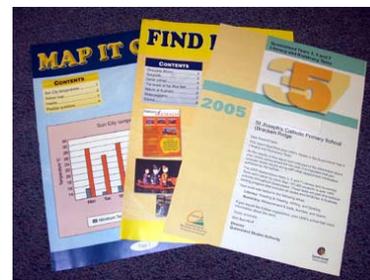
**Work Samples (Reporting On Student Learning)**

Work samples include homework, worksheets, weekly tests, assignments, etc and may be accompanied by teacher comments, feedback, criteria sheets and so on. These keep parents in touch with a child's current achievement. They raise parents' awareness of the themes / concepts being focused on in the classroom. Many work samples are collected in the *Student's Learning Portfolio*.



### Year 3 / 5 / 7 Tests (Reporting *On* Student Learning)

These standardised tests are a government initiative and are designed to assess reading, writing, spelling and numeracy. Typically they are conducted in August each year. Following testing, the Queensland Studies Authority generates a report for each student which is forwarded home during the final week(s) of school. Whole school data is further published on the school web site each year.



### Open Days / Nights (Reporting *On* Student Learning)

During Open Days / Nights the learner's parents, family and caregivers are invited to an open display of, for example, the culmination of a unit or a term's work. They are encouraged to view, and perhaps be involved in activities related to the class' learning. The children, as learners, are encouraged to explain to their 'guests', the results of their work and the shared learning of the class. Generally these events will be open during school hours and perhaps early into the evening. We value Open Days / Nights because they affirm our curriculum, showcase what our students can do, provide parents with feedback about their own particular child, as well as the class as a whole, afford students a sense of ownership of their learning, and allow for feedback between the child and their parent/s.

### Conferences / Interviews (Reporting *On* and *About* Student Learning)

Conferences (or interviews) are the gathering of parent(s), teacher(s) and possibly the student to share information *on* and *about* student learning. Conferences consider student development beyond the curriculum and academic development. The Life Long Learning Roles, together with cross and co curricular activities, social development, study habits and emotional growth and development are viewed as important also. At all Conferences, the student's *Student Learning Portfolio* is shared and discussed. At our school we recognise the value of parents viewing this document before the Conference, and therefore will endeavour to factor this into our organisation. At All Saints, Conferences include time for goal setting and a plan of action, which clearly identifies the student's, parent/s and teacher's role. We value all parties preparing for, participating in and reflecting on conference gatherings.



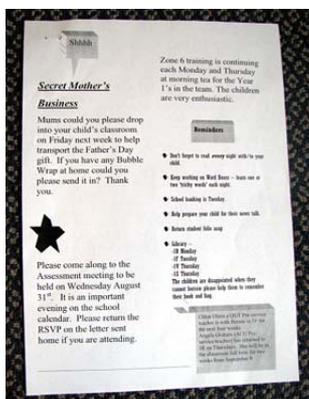
### Class / Year Level Newsletters (Reporting *About* Student Learning)

These publications are distributed at different points during the school year, ranging from weekly to monthly, through to once per term, depending on the year level. In the upper school, students are encouraged to share much of the 'news' with their parents / family verbally.

Our newsletters, enable teachers to communicate to parents information about what is happening in the classroom relating to two main areas:

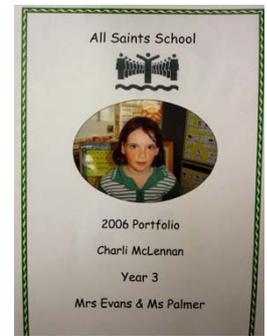
1. Classroom administration type news; and
2. Curriculum (teaching and learning) information.

Newsletters provide communication between home and school, keep parents informed of class happenings and requirements, and strengthen parent partnerships. They are a valuable reporting tool for teachers and are practical for parents.



### Student Learning Portfolios (Reporting *On* Student Learning)

The *Student Learning Portfolio* is an intentional collection of student work samples that shows the learning journey in light of goals, learnings, or outcomes for that year. Its purpose is to tell the story of the student's progress and achievement. This portfolio is used as a reporting tool in communicating with students and parents, particularly at the mid year interview. This portfolio is electronic in the Early Years. At the end of the school year, Prep parents will receive a copy of photos from the electronic portfolio, together with a written report. For Years 1-7, at the conclusion of the school year, the portfolio, together with the learner's Year 3 / 5 / 7 test results (if applicable) and formal end of year Written Report Card are forwarded home.

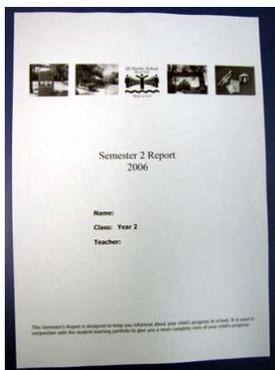


### Student Support Team Meetings (Reporting *On* and *About* Student Learning)

These meetings typically occur when the class Teacher and Learning Support Teachers believe there is an appropriate need to gather with learning support staff and other interested parties. These gatherings provide opportunity to address issues pertinent to the student in a supportive environment and as part of a structured process.

### Student Formal Review Meetings (Reporting *On* and *About* Student Learning)

Formal Student Review meetings are conducted for those students registered on Catholic Education's data base and who receive funded support. These meetings generally take place at the end of each semester and include the student's parents, a number of school staff (particularly from the learning support team) and at times, other professionals. At these meetings, student development is considered in light of Independent Education Plans, with future goals and plans of action for the student's education also being discussed.



### The Written Report Card (Reporting *On* Student Learning)

The written report will be issued twice per year. In Prep, student learning and development will be described against a developmental continuum. The Year 1 written report will reflect the transition of learners from this continuum to Level 1 of the Years 1-10 Key Learning Area syllabuses. In line with Commonwealth government regulations, in Year 2 - 7 the report shall show student achievement against levels, with clearly identified standards and a five point scale for the key learning areas studied. In addition, information will be provided with regards to attitude and application towards learning, as well as the student's development as a life long learner. Comments from the student's teacher shall also be provided.

### Whole School Reporting Requirements (Reporting *On* Student Learning)

Each year, All Saints School (like every other Queensland school) is required to report to parents and the wider community information relating to our school and our policies. In addition, we are called to publish aggregated data about student outcomes for all our learners based on the Queensland Government Year 3, 5 and 7 annual tests. This information is available on our school web site.



Reporting on and about student learning at All Saints School...



Informing students and parents of progress in learning  
and Providing assistance in improving performance.



**Viewed in this light,  
reporting is a process, not simply a format for a report card.**