

POLICY: GLOBAL REPORTING

Rationale

Regular three-way communication between parents/caregivers, student and teacher is an essential component of the learning process. Students’ progress and development are enhanced by communication from school to parents/caregivers.

Purposes

1. To ensure that reporting systems are consistent with the requirements of the New Zealand Curriculum Framework and the National Education Guidelines.
2. To ensure the Principal/school fulfils their legal reporting objectives under the 1989 Education Act.
3. To provide information/documentation which will assist the school/Board of Trustees to make informed decisions. Reporting relevant achievement information will assist in evaluating the effectiveness of the school’s assessment policy.
4. To assist the Board of Trustees in its obligation to report to the community on the achievement of students within the school.
5. To inform parents/caregivers of student’s progress and achievement.
6. To assist the staff to identify students of concern.
7. To provide a means of motivation and acknowledge effort and success.

Guidelines

1. Information about students’ achievement and progress can be conveyed by a range of methods, eg:
 - Summary reports
 - Tracking Reports
 - student diaries
 - interviews
 - reading support/numeracy support
 - phone calls
 - electronically via emails
2. Attendance information is noted on all school reports. Attendance records are also available for parents via Karmar Portal.
3. There will be Parent/Teacher Report evenings:
 - 2 days end of Term 2
 - 2 days end of Term 3
4. Tracking Report letters are issued for all students mid-way during Term 1 and at the end of Term 1.

5. From Term 2 Seniors will receive NCEA Summary Reports approximately every 4 weeks. Juniors will receive summary reports at the end of terms 2, 3 and 4.
6. All reporting will be recorded in KAMAR.
7. Informal reporting will take place as the need arises.
8. Reporting will state the level at which the student is working.
9. Reporting practices should:
 - describe student achievements, for example, in relation to the achievement objectives in the national curriculum statements;
 - At Years 9 & 10 the reporting to parents will use: Yet to achieve the level (4 or 5), working within the level (4 or 5) and working above the level (4 or 5) and when working within the level whether at achieved merit or excellence.
 - At Years 11, 12 & 13 reporting shall be consistent with Unit standards (achieved/not achieved) or Achievement Standards (Not achieved, achieved, achieved with merit or achieved with excellence), or progress towards (achieving etc.)
10. In any communications to parents:
 - use constructive language, and be fair and frank, without being unnecessarily critical;
 - advise students and parents on ways to improve the student's learning;
 - ensure the confidentiality of all communication between teacher, student, and parent;
 - include the opportunity for full discussion of students' achievement, with valued input from students and parents;
 - be efficient in terms of teachers', administrators', students', and parents' time.
 - Base communications on data

REVIEW: This policy will be reviewed according to the Board of Trustees' triennial Programme of self review (SEP 2022)

DATE CONFIRMED: September 2019