HOXTON PARK
PUBLIC SCHOOL

Reporting to Parents

Knowledge is Strength

Revised May 2007
Reporting to Parents

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Technical Guide

Report Template
PURPOSE OF REPORTING

Reporting to parents and students will:
- Clearly communicate a student’s achievement relative to syllabus outcomes;
- Provide recommendations to assist future learning;
- Foster co-operation and encourage communication between parents, teachers and students.

OUR BELIEFS ABOUT REPORTING

We believe:
- Reporting should be realistic, relevant and meaningful;
- Reporting is part of a continuous assessment and evaluation cycle.
- The ability to report clearly to parents relies on the assessment and reporting processes that are part of teaching and learning.

OUR BELIEFS ABOUT ASSESSMENT

We believe:
- ♦ Assessment should focus on the individual student;
- ♦ Assessment is an integral part of the teaching/learning process;
- ♦ Assessment is a continuous process;
- ♦ Assessment information provides direction for future learning;
- ♦ Assessment should be responsive to the needs of students, parents and teachers;
- ♦ Assessment strategies should match learning experiences and learning styles of the students;
- ♦ Self assessment is essential to meaningful learning;
- ♦ Successful home/school liaison enhances learning.

IMPLEMENTATION

Teachers at our school:
- Select from a wide range of assessment strategies in each K.L.A.;
- Involve students as active participants;
- Develop a cumulative profile of each student;
- Select assessment techniques that are appropriate to the outcomes set and the strategies used; These Assessment strategies may include a balance of:
  - Pre-test;
  - Observation;
  - Work samples;
  - Anecdotal records;
Reporting to Parents

✔ Assessment tasks;
✔ Peer assessment;
✔ Listening and questioning;
✔ Performance;
✔ Conferences;
✔ Practical applications;
✔ Pen and paper tests;
✔ Learning journals;
✔ Self assessment;
✔ Checklists

Anecdotal and intuitive information obtained by teacher observations are recognised and valued as important contributions to an assessment profile. Assessment must be undertaken before setting a program, adjusted during and at the conclusion of programs.

STRATEGIES

TERM 1
- Student benchmarking
- Information sheet providing details of themes, areas of study and procedures for reporting sent out to parents by individual note and/or school newsletter;
- Parental Information evening for all classes;
- Interviews conducted as required.

TERM 2
- Student assessment material collected.
- School semester one reports issued.
- Interviews arranged for all parents.

TERM 3
- Student assessment material collected.
- BST test for Years 3 and 5
- Interviews conducted as required.

TERM 4
- School semester two reports are issued
- Parent interviews available upon request by teacher or parent.
YOUR CHILD’S REPORT WILL BE:
- Be written in plain language.
- Provide information about your child’s learning in each subject.
- Include teacher comments that identify areas of strength and areas for further development in each subject.
- Provide you with a snapshot of your child’s achievements with an A to E grade.
- Provide information about your child’s social development and commitment to learning.

WHAT A TO E MEANS
The Board of Studies has developed the following descriptions of achievement for use by all NSW schools.

A - Outstanding achievement
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B - High achievement
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C - Sound achievement
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D - Basic achievement
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

E - Limited achievement
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
STYLE GUIDE

Generally reports should emphasise what a child has achieved and then move to identify areas of need/future growth. An honest strengths based approach is highly beneficial in building community partnerships. This encourages parents to work with us.

At all times consider your audience. No observation or professional statement made by the teacher should come as a huge surprise to the parent or guardian. Avoid teaching jargon as reports need to be accessible to all (e.g. Huy reads in a fluent and phrased manner).

Ensure achievement levels and the social and work habit table don’t conflict with written comments such as a child’s independence.

Parents like to hear about children that are highly self motivated, independent and those that take a high level of responsibility for their learning. Reports are not an opportunity to discipline a child.

Be careful to delete obsolete words from sentences (e.g. When considering Robert’s annual performance this year it became obvious that he had failed to apply himself).

Be aware of tautologies (e.g. Aaron works collaboratively with peers when in groups).

Do not say the student will improve etc. Use the word should instead of will as it doesn’t commit you to a definite happening which may be used against you later. Try to avoid the overuse of more, e.g. “needs more expression” could be “needs to develop expression” or “needs to extend his use of expression”.

A

Abbreviations, acronyms and contractions

Abbreviations (i.e. the last letter of the word is not the last letter of the abbreviation). Lower case or a combination of capitals and lower case. Use full stops, for example etc., e.g., i.e., B.Sc.

Contractions (i.e. the last letter of the word is the last letter of the abbreviation). No full stop, for example Mr, Mrs, Dr, Pty Ltd.

Capital-letter abbreviations (NSW, AEA, SEA). Omit full stops between the letters.

Agreement of subject and verb Check your writing carefully to make sure that verbs agree with subjects. e.g. Teaching and learning are enhanced if... (not is). A summary of the proposals made in the paper is reflected in these extracts (not are).

B

biannual = twice yearly, biennial = two yearly
C

calendar

**Capitals** Capitals should be used when describing the grade in which students are being taught, e.g. Kindergarten, Year 3.

Capitalise key learning areas (Mathematics, English), but not subjects (dance, number).

centred on *not* centred around

co- (prefix). cooperate, co-opt, co-ordinate, uncoordinated, uncooperative

**Commas** Use no more commas than are necessary for clarity. They should be used for pause and effect, seldom before ‘and’.

commit, committed, committing, commitment

compared to = is comparable to

compared with = in comparison

curriculum, curricula (pl), curricular (adj.) Note particularly ‘extra-curricular activity’.

D

E

effect (noun) = result of an action, e.g. the effect of the remediation program was significant

effect (verb) = bring about, e.g. the principal effected change. (note affect (verb) to have influence over e.g. The rain might affect the scheduling of the competition.)

e.g. (for example). *(Not eg or eg.)* Do not overuse

email

enrol, enrolment

etc. (Use a full stop.) Try to avoid. In a list, however, precede by a comma if it follows two or more items, thus pens etc. *but* pens, pencils, etc. Not used if the list begins with ‘e.g.’ or ‘for example’ or ‘including’.

F

focus, focused, focusing

format, formatting, formatted

fulfil

full stop, full time (noun), full-time (adj.)

**Full stop** Use only one space after a full stop, *not* two or more spaces.

fund-raising

G, H

I

i.e. (that is) *(Not ie or ie.)* Normally there should be a comma before ‘i.e.’ but not after it, i.e. the punctuation is as shown in this sentence.

Indigenous. Capital I; when referring to Australian Indigenous peoples nationally

install, instalment

instil, instilled, instilling

inter- (prefix). No hyphens, e.g. interagency, interschool sport

Internet, capital I - also, the Net.

intranet

-ise – preferred usage (itemise, customise)
J
judgement

K

L
languages other than English, can be referred to as languages but preferably not LOTE
learn, learnt; but learned (adj. = erudite e.g. The judge was a learned man.)
lead (verb, present tense), led (past tense)
liase, liaising, liaison
licence (noun), license (verb)

M
mathematical activities, not mathematics activities
medium (singular), media (plural)

N
non- (prefix). All ‘non’ words are hyphenated (e.g. non-existent), except nonsense,
nonconformist, nondescript, nonentity
no-one (pronoun), hyphen

Numbers
i. Up to and including four digits no space, e.g. 6758. Over four digits, put a space (not a
comma) between each group of three digits, e.g. 45 678
ii. Fractions are always hyphenated, e.g. one-third
iii. Numbers up to 9 should be written in words (except where used as data), 10 and over
should be written in numerals. Do not mix numbers and words, e.g. ‘9 to 21’, not ‘nine to
21’.
iv. If a number starts or ends a sentence, spell out unless this involves many words.
v. Use a Hyphen in numbers like ‘twenty-one’.
vi. Percentages. If the number is written in full it is preferable to use per cent, e.g. thirty per
cent. If writing a numeral use %, e.g. 8%. Percent as one word is also acceptable.

O
occur, occurred, occurring, occurrence
P
parallel, paralleled, paralleling

**Possessive Case** Use apostrophes (’s) in the singular for all words, including those ending in s, e.g. the staff’s attitude to testing, Jones’s. Use s’ for the plural of all words ending in s, e.g. parents’ attitudes

PowerPoint (computer program)
practice (noun) *try with rehearsal*, practise (verb) *try with rehearse*
prefer, preferred, preferring, preferable, preference
program (not programme), programmer, programming
prove, proved, proven, provable
public school (not normally primary school)
pupil. Use the word ‘student’.

Q

R
realise
refer, referred, referring, referable, referral
represent (verb) John Smith represented the school at/in . . . , not John Smith represented at/in

S
school-based (adj.)
self- (prefix). Hyphenate, e.g. self-assessment, self-discipline, self-esteem, self-evaluation
semester, semesters, *but* Semester 1, Semester 2.
sit for an exam, *not* sit an exam, e.g. All students sat for the BST
slash – avoid his/her and and/or
stage, stages, *but* Stage 1, Stage 2, etc.
syllabus, syllabuses

T
target, targeted, targeting
teamwork
tense - Match your tenses, e.g. Jill’s results are pleasing; not “were pleasing” as this indicates they are no longer pleasing.
term, terms *but* Term 1, Term 2,
timeline, time-scale, timetable
Titles of books etc. Use italics for books, newspapers, magazines, films, plays, works of art.
trial, trialled, trialling

U
update
 value-added, value-adding

webpage, website

“Well done, Bill” is correct. “Well done Bill” with no comma indicates Bill is well done!

wellbeing

whole-school (adj.) e.g. whole-school program

Year, the correct term for what used to be called school form or grade, e.g. Year 1, Year groups, Years 7–8 or Years 7 and 8, not Year 7–8.

-year-old, e.g. 10-year-old (n.); two hyphens
TECHNICAL GUIDE

KLA units can be entered onto the reports by the teacher or a list can be presented to the deputy principal before the end of Term One and Term Three and typed for you.

Each class is provided with a report template.

Teachers must enter the student’s name and save each student report as a separate file.

Shift ‘P’ enters the ticks for the boxes.

Do not change font or text size. Do not change size of text boxes.

Keep a backup of all files.

All typing on the report is Arial font, size 10.

All text should be justified within textboxes.
Hoxton Park Public School

2007 – Semester 2 – Year **

Student: **
Class: **
Teacher: **

Hoxton Park Public School reports a summary of your child’s progress with written reports twice a year and provides ongoing detail through interviews or meetings.

Please contact the school to discuss this report and participate in your child’s learning and progress with the class teacher or support staff.

Assessment of achievement

Outstanding: The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

High: The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

Sound: The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

Basic: The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

Limited: The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Student Comment:

**
# Reporting to Parents

## English

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Talking and listening
- Reading
- Writing
- Spelling
- Handwriting

## Literacy Comment

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## Mathematics

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Number
- Space and geometry
- Measurement
- Patterns and algebra
- Data

## Numeracy Comment

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*Hoxton Park PS*

2007 - Semester 2 - Year **
### Other KLAS

<table>
<thead>
<tr>
<th>Science and Technology</th>
<th>Achievement</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer and technology skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Society and its Environment</th>
<th>Achievement</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td></td>
<td></td>
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<tr>
<td>Unit Two</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>Achievement</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
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<tr>
<td>Dance</td>
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<tr>
<td>Drama</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Development, Health and Physical Education</th>
<th>Achievement</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td></td>
<td></td>
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<tr>
<td>Unit Two</td>
<td></td>
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<tr>
<td>Physical education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Library</th>
<th>Achievement</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>information skills</td>
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</tbody>
</table>

**KLA area comment**

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### Personal and social development

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>High</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to and following directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book presentation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Class participation</td>
<td></td>
<td></td>
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<tr>
<td>Self discipline</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Independent work habits</td>
<td></td>
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</tr>
<tr>
<td>Group work habits</td>
<td></td>
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<tr>
<td>Completion of homework</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Classroom behaviour</td>
<td></td>
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<tr>
<td>Playground behaviour</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Respecting others</td>
<td></td>
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<tr>
<td>Presentation of school uniform</td>
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</tbody>
</table>

**General comment**

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### Other school activities

<table>
<thead>
<tr>
<th>Area</th>
<th>Involved</th>
<th>Area</th>
<th>Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions</td>
<td></td>
<td>Student of the week</td>
<td></td>
</tr>
<tr>
<td>PSSA sport</td>
<td></td>
<td>Certificate of excellence (5 merit cards)</td>
<td></td>
</tr>
<tr>
<td>In school performances</td>
<td></td>
<td>Whole school events (e.g. art show)</td>
<td></td>
</tr>
<tr>
<td>Sporting carnivals</td>
<td></td>
<td>Performing arts group (e.g. choir, dance)</td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td>School representation (e.g. debate, sport)</td>
<td></td>
</tr>
</tbody>
</table>

Days absent in Semester 2: ___ full  ___ partial

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Teacher signature/s

Principal signature

Hoxton Park PS

2007 - Semester 2 - Year **