Reporting concerns the way that information on and about student learning is communicated to others, including parents. At St Columba’s 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 there is variety in approaches used.

The following is an overview of the reporting process that is currently used at St Columba’s. It needs to be considered in the context that the school community is required to operate within government legislative requirements. Furthermore, it is our intention to review reporting practices and procedures once the implications of the Australian Curriculum on reporting are clarified.

TERM 1

- **Years Prep - 7 Parent/Teacher Information Evening** *(early in term)* – Generally whole year level gathering, followed by breaking into individual classes. Information sharing focus.
- **Class / Year Level Newsletter** – Generally at the beginning of term or at the commencement of new units of work. This varies with each year level, typically being more frequent in the early years.
- **School Website Year Level and Class Term Overviews** – Provides important information about year level and class teaching and learning focus and important events for the term.
- **P-7 Work Samples** – *May be sent home throughout the term.*
- **Student Support Team Meetings** for children experiencing difficulties or requiring extension *(ongoing throughout term).*
- **Formal Reviews** for students verified under Commonwealth Government guidelines *(each semester)*, including the development and review of **Independent Education Plans (IEPs).**
- **Parent / Teacher Interviews** *(during Term for Yr 6, end of term for Preps – Year 5)* – Teacher requested. Parents make an appointment and share insights concerning their child, with class teachers sharing information concerning child’s progress, including settling into the school year.
- **Curriculum Matters publication** – *Periodically.*

TERM 2

- **Class / Year Level Newsletter** – Generally at the beginning of term or at the commencement of new units of work. This varies with each year level, typically being more frequent in the early years.
- **School Website Year Level and Class Term Overviews** – Provides important information about Year Level and Class teaching and learning focus and important events for the term.
- **P-7 Work Samples** – *May be sent home throughout the term.*
- **Curriculum Matters publication** – *Periodically.*
⇒ **Student Support Team Meetings** for children experiencing difficulties or requiring extension *(ongoing throughout term).*

⇒ **Years P-7 formal Written Report** – *End of term.*

⇒ **Parent / Teacher Interviews** *(end of term for Years 6 - 7)* – Teacher requested. Parents make an appointment and share insights concerning their child, with class teachers sharing information concerning child’s progress.

⇒ **P – 7 Student Learning Portfolios to be forwarded home** – *End of term.*

**TERM 3**

⇒ **Class / Year Level Newsletter** – Generally at the beginning of term or at the commencement of new units of work.

⇒ **School Website Year Level and Class Term Overviews** – Provides important information about Year Level and Class teaching and learning focus and important events for the term.

⇒ **P-7 Work Samples** – *May be sent home throughout the term.*

⇒ **Curriculum Matters publication** – Periodically.

⇒ **Student Support Team Meetings** for children experiencing difficulties or requiring extension *(ongoing throughout term).*

⇒ **Formal Reviews** for students verified under Commonwealth Government guidelines *(each semester)*, including the development and review of *Independent Education Plans (IEPs).*

⇒ **Year 3 / 5 / 7 Test Results to be forwarded home** – *Generally, end of term.*

**TERM 4**

⇒ **Class / Year Level Newsletter** – Generally at the beginning of term or at the commencement of new units of work.

⇒ **School Website Year Level and Class Term Overviews** – Provides important information about Year Level and Class teaching and learning focus and important events for the term.

⇒ **P-7 Work Samples** – *May be sent home throughout the term.*

⇒ **Curriculum Matters publication** – Periodically.

⇒ **Student Support Team Meetings** for children experiencing difficulties or requiring extension *(ongoing throughout term).*

⇒ **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.

⇒ **Years P-7 formal Written Report** – *End of term.*

⇒ **Option for Parent or Teacher Requested Interview** – *End of term.* For Year 6 and 7, this process is generally teacher requested. Parents make an appointment, with the class teachers sharing information concerning the child’s progress.

⇒ **P – 7 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, at a time convenient to both parent and teacher.

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Further details about some of our Reporting Practices at St Columba’s School...

Initial Parent/Teacher Information Evening (Reporting About Student Learning)
The initial, year level or class gathering (Yrs P-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 ★ Teacher expectations
★ Behaviour management ★ Future events (eg camps, excursions, sport)
★ Classroom organization (including homework and routines, and parent involvement)
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.

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:
~ Classroom administration type news; and
~ 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.

School Website Year Level and Class Term Overviews (Reporting About Student Learning)
Year level and class information can be located on the school web site at http://www.stcolumbaswilston.qld.edu.au, under the P – 7 News tab.
This link provides important information about Year Level and Class teaching and learning focus and important events for the term. The information is developed by class teachers and year level teams.

(Year 6) 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 yearlong partnership between teacher (and school) and home.
St Columba’s 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. This publication commenced in 2010, with all editions available on the school web site.

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.

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.

Year 3 / 5 / 7 Tests (Reporting On Student Learning)
These standardised tests are a government initiative and are designed to assess reading, writing, spelling, grammar and punctuation, and numeracy. They are initiated by the Australian Curriculum, Assessment and Reporting Authority (ACARA), with the support of the Queensland Studies Authority (QSA). Typically they are conducted in mid May each year. Following testing, the QSA generates a report for each student which is forwarded home at the end of Term 3 or early Term 4. Whole school data is further published on the school web site each year and through the ACARA My School website.

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 lifelong learning roles, together with cross and co curricular activities, social development, study habits and emotional growth and development are also viewed as important. At Conferences, the student’s Student Learning Portfolio may be shared and discussed. Conferences may 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.
**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 mid year and at the conclusion of the school year. For Years 1 – 7, the portfolio takes the form of a specifically designed St Columba’s Portfolio display book. For our Prep learners, the alternative format is typically likely to embrace learning collections housed in scrap books. Towards the end of the school year (generally at the beginning of the last week of Term 4), the portfolio and formal end of year Written Report are forwarded home. With the exception of Year 7, parents are asked to return the child’s portfolio to the class teachers before the conclusion of the year, so as it may be shared with the following year’s teacher. All portfolios will be then returned to parents to keep, early the following school 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 his / her parent/s.

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

This process is designed to support students experiencing a variety of difficulties in their learning, behaviour or requiring extension. The process involves investigation, support, planning and ongoing review. Participants in this group will include Support Teachers – Inclusive Education, Guidance Counsellor, member/s of the Administration/Leadership team and may also include class teacher and/or parents, who may in turn be supported by a number of school staff (particularly from the learning support team) and at times, other professionals. These gatherings provide opportunity to address issues pertinent to the student in a supportive environment and as part of a structured process.

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

Formal Student IEP Review meetings are conducted for students who are registered on Catholic Education’s data base and who are verified under Commonwealth Government guidelines. These meetings generally take place in the first and third term and include the student’s parents/carers, the Support Teachers – Inclusive Education, and at times the principal (or designated administration team member), speech and language pathologist, guidance counsellor (as appropriate). Professionals external to the school community may be involved. At these meetings, student development is considered in light of Independent Education Plans (IEP), with future goals and plans of action for the student’s education also being discussed.
Reporting on and about student learning at St Columba’s 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 written report card.