



**RATIONALE:**

Parents / caregivers and whānau are key stakeholders in education and as such they expect meaningful information about their child's progress and achievement in relation to learning entitlements set out in the New Zealand Curriculum. - TKI, MOE.

Reporting to and sharing information with parents / caregivers on student progress, on both a formal and informal basis, encourages a shared responsibility for student learning. It enhances the close relationship between home and school, and reflects Sir Keith Park School's philosophy that learning success depends on a partnership between students, parents, teachers and specialists.

**PURPOSES:**

- To regularly inform parents of their child's achievements and next learning steps.
- To facilitate two-way sharing of information about students' physical, emotional, and social well being.
- To involve parents in their child's education.
- To provide opportunities for parents and staff to share expectations and to raise matters of concern.
- To standardise reporting and communication across the school.

**GUIDELINES:**

1. Effective reporting of student progress and achievement requires meaningful, ongoing information sharing processes.
2. Sir Keith Park School will use a range of formal, informal, oral and written means to communicate about each student's progress.

Kanohi ki te Kanohi [Face to Face]

3. Pathway to Successful Learning Checkpoint Meetings are an important opportunity to have conversations about learning, and to better understand the needs of each student.
4. IEP / ITP meetings will be held annually, and as required.
5. All students will be involved in the reporting process to allow them to share their successes and next learning steps.
6. During the meetings student strengths and achievements, both at home and at school, will be discussed. Ideas will be shared on strategies to move students' learning forward.
7. An 'open door' policy, will be promoted to facilitate informal reporting and information sharing. The school will be accessible to parents, making it possible for them to drop in before and after school to briefly speak with staff. If a longer time is required, parents will be encouraged to make an appointment to meet the relevant member of staff
8. Home visits may be required / most appropriate. If so:
  - ❖ Reasons for the home visit should be discussed with Principal or Syndicate Leader prior to going
  - ❖ A minimum of two staff should visit homes
  - ❖ Visits should be arranged with families prior to the event
  - ❖ A written record of all home visits should be kept – dated and signed in the student's file.

Written Communication:

9. Formal reporting will occur twice per year by way of Individual Education / Transition Plan meetings, and written end of year reports.
10. A written Individual Education Plan will be sent to parents / care-givers within 15 working days of the annual meeting, summarising points discussed and priority learning goals.

11. A Progress Review will be written in term 2 which details student's progress towards the learning goals, and identifies next steps.
12. Individual portfolios will be kept to provide a snapshot record of each student's learning. These will be sent home at the end of terms 1, 2, and 3 and returned to school. Parents are required to sign that they have seen the portfolio, and are encouraged to include a written comment. Each portfolio will contain work samples / narratives representative of: English: Math; H & PE; Unit Studies / modules; (if applicable) Sensory Programmes / Mainstream Activities / Work Experience / Transition programmes.
13. Term portfolios will be collated at the end of the year, bound and sent home together with a written annual report, one week before school closes, to allow parents / care-givers time to respond.
14. An Evaluation Review (of IEPs) will be written in week 7, term 4, and a copy sent home.
15. An annual end-of-year written report will sum up the year, celebrate what has been learned and set the framework for the next year.  
 Reports will be typed, using Arial font size 12, and signed by an appropriate staff member and the Principal. Content should be:
  - ❖ factual and informative;
  - ❖ clearly stated
  - ❖ positive in tone / strengths based perspective
  - ❖ based on achievement
16. Informal reporting / written communication may occur via home-school notebooks, newsletters, letters, email, and text.
17. Home-school notebook entries will:
  - ❖ Be short entries regarding relevant information concerning the students' school day, including celebrations and / or concerns
  - ❖ Include information relating to up-coming or next day events
  - ❖ Be written legibly
  - ❖ Be written in language which is respectful, clear, concise, and formative
  - ❖ Be signed and dated
  - ❖ Ensure students' dignity is maintained
  - ❖ Acknowledge and encourage parent / care-givers' responses
18. Notebooks will be stored 'out of view' during school hours.
19. Completed notebooks will be sent home, not stored at school.
20. Topics of concern should be discussed with Syndicate Leader or Principal before being addressed with parents / care-givers. Notebook entries (to or from school) relating to such topics should be photocopied, shown to Syndicate Leader or Principal, and filed.
21. Letters from the school should be written on official letterhead, and approved by the Principal before being sent.
22. Messages / information to and from parents / care-givers may be translated by a nominated staff member or approved external agency, after consultation with Principal or Syndicate Leader. Personal privacy should be taken into consideration.
23. Text messages should only be sent using the school mobile phone, and should be approved by the Principal or syndicate leader prior to sending.
24. Text messages should NEVER be sent to families using personal devices.
25. Text messages received from parents / caregivers (other than incidental queries) should be copied and saved on the student file.
26. Content of emails will always be professional and purposeful, and a copy kept in the student's file.
27. Email responses received from parents / caregivers (other than incidental queries) should be copied and saved on the student file.
28. Email messages should only be sent using the school device, during school hours, and from the official school email address.

Verbal Communication:

29. Telephone conversations may be made to:

- ❖ Reinforce a message
- ❖ Address an immediate concern
- ❖ Maintain / develop contact with a family

Telephone calls to and from families should be noted, dated and signed, and kept in the student's file.

30. To promote and 'normalise' use, short messages / incidental information may be sent home using AAC devices.

Informal Reporting / communication:

31. Informal occasions such as meetings and discussions, assemblies, school events and trips, celebrations of achievements in our school newsletter, school electronic sign, school Facebook page / school website provide opportunities for parents to see programmes in action and become more informed on the students' and the School's progress.

Parent / Caregiver Consultation:

32. As a school we will actively seek, and value, parent / caregiver input when determining what is important for the students' learning.

33. Periodically we will consult our community on a variety of aspects of our school and curriculum.

34. Consent, either 'one off' or ongoing, will only be sought after ensuring that parents/caregivers are well informed. Written Consent is preferred.

Reviews and Reports:

35. There is a variety of school material that reports on reviews of our school programmes and performance, including an Annual Report, which is displayed in the school and will be available on request from the School office.

36. Parents / caregivers are encouraged to view and comment on our written documentation.

37. Parents / caregivers may be asked to take part in consultation meetings or surveys as part of the evaluation process.

Related Procedures: Individual Education Plan Process; Specialist Service Delivery; Privacy Policy; ICT

**BOARD STATEMENT:**

Parents, families, whānau and wider community have a valuable role to play in supporting their children's learning at and beyond school. Communication leading to effective partnerships with parents / caregivers will be actively encouraged.

Ratified by the Board: October, 2006

Reviewed: July 2009

Reviewed: May, 2014

Reviewed: August, 2018

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Signed for B.O.T