



RANDWICK BOYS' HIGH SCHOOL **POLICY ON REPORTING**

Writing Date: January 2011
Review Date: January 2013

REPORTS

POLICY

Reporting to parents takes place at the informal and the formal level. Reporting is designed to keep parents informed of the educational, social and emotional development of their children.

PURPOSE

- To inform parents of the academic progress of their sons.
- To identify strengths and weaknesses in academic performance.
- To suggest to parents corrective procedures that could be used to improve students' results.
- To inform parents of the attendance pattern of students.
- To keep parents abreast of developing patterns of poor attendance or behavior.

PROCEDURES

1. IMPLEMENTATION

- Two formal reports are sent to parents each year.
- Reports are completed in compliance with the published reporting timelines.
- Reports are completed by the individual class teacher.
- The Head Teachers and Year Advisers have important roles in the checking of reports for accuracy and spelling.
- Head Teachers have a particular responsibility in ensuring that class lists are accurate prior to reports going online. It is also advisable for Head Teachers to provide staff with current class lists prior to the commencement of report writing to ensure all students receive reports and any anomalies are identified as soon as possible.
- It is the responsibility of the Head Teacher to ensure that reports are completed within the published timeframe, checked and corrected as appropriate before passing them on to the Year Adviser.
- Responsibility of the Year Adviser to check the reports as whole documents for consistency, to ensure that comments, especially from the comment bank are not repeated, and to review the reports to identify any student whose report causes concern.
- After checking the Year Adviser makes a comment.
- Attendance is recorded by the SASS staff.
- Final review of the printed report is completed by the Principal, who signs the report.
- Reports are returned to the Year Adviser for issue to students.
- It is expected that all reports will be issued without error or correction.

2. DOCUMENTATION

Guidelines

The school report is a report to the parent (not the child) on the performance of the student. It is used to inform parents of the progress and conduct of their children, is one of the most important contacts between home and school. Parents place great significance upon these reports.

Reports are official documents requiring everyone involved to follow established procedures and guidelines. **They are a core professional responsibility of teachers.** If the correct procedures are not followed, it creates extra work for Year Advisers, Head Teachers and School Assistants. Reports that are inaccurate or poorly written reflect adversely on the school within the community.

3. REPORTS

Year 12 reports are completed at the end of the half yearly and at the end of Trial HSC as a final report. Reports for Years 7-11 are completed in Term 2 for the half yearly and in Term 4 for the yearly.

Reports are completed by teachers, using the electronic reporting system, within the published timeframe. Once online, reports may be completed in part, while awaiting final marks. This includes completion of grades and comments.

Reports are checked by Head Teachers, within the timeframe allocated. Any corrections and errors should be corrected by the teacher who made them. Head Teachers should ensure that comments are appropriate. Reports for each student are then processed by the Year Adviser. The Principal reviews a synoptic copy of each report, prior to the final reports being published, as a final check. The Principal then signs final copies and returns them to the Year Adviser for distribution to students. The reports are retained in electronic format.

4. RESPONSIBILITIES

Teachers - Guidelines for Report Writing

- Ensure reports are **completed on time** according to the report timetable in the school calendar. Failure to meet timelines will put other people under stress.
- Student names must be accurate.
- Students' official names are to be used.
- If you comment that a student's performance is unsatisfactory, this should be supported by evidence, such as "N" warning letters having been sent and not redeemed.
- Ensure *spelling* and grammar are correct. Use the spell check mechanism when you conclude your session.
- Reread and *check* your reports.
- Tick off reports completed against your class list to ensure there are no reports *missing*.
- Ensure all Learning Skills and Learning Outcomes boxes have been completed and Assessment details completed.

Teachers - Guidelines for Teachers' Comments

- In essence, report comments refer to progress in class work, attitude and conduct at school. References to conduct and attitude should indicate how they affect progress.
- Comments indicating unsatisfactory progress should try to identify possible causes of the problem. For example: 'Could do better' is not as informative as 'Could do better with concentration in class'.
- Avoid trite comments such as 'Unsatisfactory' and 'Good' which tell the reader little.
- Use constructive comments - parents want to know how to help their child and so they appreciate any information on how they can help.
- Repeatedly critical comments are unlikely to motivate a student. Even when writing a critical report, try to find some positive to give the student and his parents something on which to build.
- Ensure that comments relating to achievement bear some relationship to the student's level of ability. A student whose ability is limited, but who is working to capacity, should be encouraged in a meaningful way. Equally, be mindful that words such as "outstanding" mean that the student is exceptional; is the comment accurate?
- Indicate what is expected of the student so that parents can help enforce this, e.g. complete all revision sheets at home.
- Students who have had frequent absences, or who have left recently, require a report. If a mark or ranking is not possible, make some pertinent comment. Show you have noticed them (or their absence).

- Students who arrive within a month of the reporting period are supplied with a letter, indicating that a meaningful report is not possible at that point. These students are identified by the Year Adviser.
- Do not use offensive language.
- Complete your reports within the timeframe allocated.

Head Teachers

- Ensure faculty reports are accurate, unambiguous, and complete.
- Follow up errors and anomalies promptly with your staff.
- Monitor staff to ensure that reports are being completed in a timely fashion.
- If you have concerns regarding a report, discuss it with the teacher concerned.
- Follow up errors and anomalies identified by the Year Adviser quickly to maintain the reporting timeline.

Year Advisers

- Check reports for missing reports.
- Review the reports for errors. Refer errors to the appropriate Head Teacher(s).
- Review the reports to identify any students who may be causes for concern. These students should be identified with the Welfare Coordinator, who will raise them with the Executive, and the Learning Support Team.
- Add details on the student's community involvement and complete the Year Adviser report with an overview comment.

School Assistants

- Ensures accurate data for entry of attendance data on reports.
- Corrects any final errors noticed by the Principal in his checking of synoptic report pages.

Principal

- Checks and signs reports after completion by Year Advisers.
- Returns reports to Year Advisers for distribution.

5. WRITING REPORTS WHEN EXAMS AND ASSESSMENT HAVE NOT BEEN COMPLETED

The following basic policy should be applied when compiling reports for students for whom the required information is incomplete for one reason or another.

In keeping with the School's Assessment Policy, a student who has missed an assessment task, without a reasonable explanation, such as a medical certificate, receives a mark of zero. This will affect the final assessment mark and a comment should be made to draw parents' / caregivers' attention to the matter.

Where this has occurred as a result of poor attendance, comment should be made to identify this issue as well.

Where a student, through malpractice, has had a task cancelled, the report should include a comment to identify this fact and draw parents' / caregivers' attention to the matter.

A mark of "Zero" is a very serious matter on a report. Where a student's mark on the report is zero, there needs to be an explanation of why this has occurred and what the student can do to avoid a repetition of the mark. In the case of students from Years 9 -12, there must be evidence of documentation of non-compliance, such as "N" warning letters, even when the student has been absent for a prolonged period of time.