

Hauraki Primary School
Policy Document

Reporting on Student Progress and Achievement

Rationale

It is a primary objective of the Hauraki School Board (the Board) to ensure every student at the school is able to attain their highest possible standard in educational achievement. Through the principal and teaching staff, the Board will report to individual students and their parents, caregivers, and whanau on achievement, and report to the school community on the achievement of students as groups and as a whole.

Purpose

To ensure that every student at Hauraki School is able to achieve their highest possible standard, we will:

- Promote effective communication with students, parents, caregivers and whanau on individual and group progress, and achievement in relation to curriculum standards;
- Meet Ministry of Education reporting requirements.

Guidelines

Students

1. Student achievement is recognised and rewarded regularly at all levels and in a variety of ways.
2. Students will have opportunities to share learning with their parents, caregivers and whanau during the year.

Parents, caregivers and whanau

3. A written report using plain language is provided for parents and caregivers in the middle of the school year and at the end of the school year. At mid-year, this report is against curriculum expectations for literacy and numeracy. The end of year report is against these expectations, other learning areas and includes more detailed reporting of key competencies.
4. Assessment evidence is collected in a variety of ways including teacher observations, from student samples of work, teacher student learning conversations, and written or orally administered tests. Assessment evidence for literacy and numeracy clearly indicates student progress, achievement, and next steps.
5. Reporting on individual students' progress also takes place at least twice a year at parent-teacher interviews. Additional meetings may be scheduled on request,

particularly for children who are not achieving, at risk of not achieving, or who have special needs. Parents and caregivers can make an appointment to meet teachers either directly or through the office.

6. The school community is regularly informed on the achievement of students and groups through newsletters, open school assemblies and the Annual Report.

Teaching staff

7. Cumulative information held in our individual record folders and student management system, Edge, is provided for each new teacher or passed on to the next school if a child leaves.
8. Assessment data is used to assist with curriculum reviews. Each curriculum area is reported on to the Board according to a triennial review process.

The Board

9. The principal reports to the Board on:
 - overall literacy and numeracy performance by year level, those who are at risk or not achieving, and groups, such as extension and special needs groups;
 - the achievement of Māori and Pasifika students; and
 - progress against strategic and annual goals through monthly principal's reports and in the Annual Report.

Signed: _____

Presiding Member of the Board

Date: _____

Review Date: _____

Related policies

- Assessment
- Māori and Pasifika Engagement and Achievement