

# Hauraki Primary School

## Policy Document

### Reporting

#### Rationale:

National Administration Guideline 2 requires the Board of Trustees with the Principal and teaching staff to report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as groups and as a whole.

#### Purposes:

- To promote effective communication with parents and students about individual and group progress and achievement in relation to National Standards.
- To meet Ministry requirements.

#### Guidelines:

1. Ensure that the school is kept informed on the achievement of students and groups as a whole through annual reporting, newsletters, and open school assemblies.
2. Student achievement is recognised and rewarded regularly at all levels and in a variety of ways.
3. At least twice a year students share their learning with their parents.
4. Assessment evidence for literacy and numeracy clearly indicates student progress, achievement and next steps.
5. Formal reporting of progress takes place at least twice a year at parent-teacher conferences and additional meetings may be scheduled on request, particularly for children who are not achieving, at the risk of not achieving, or who have special needs. Parents are able to make an appointment to meet teachers either directly or through the office.
6. A formal written report using plain language is provided for parents and students in the middle end of the school year. At mid-year this is against National Standards for literacy and numeracy. The end of the year report is the same but it also reports on other learning areas and key competencies.
7. Cumulative information held in 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 evidence is used to assist with curriculum reviews.
9. Reporting to the Board of Trustees on student achievement provides summary information on the levels of overall performance of students, and of groups, for example, extension groups, those who are at risk or not achieving and special needs groups as well as the achievement of Maori and Pasifika students and other minority groups. Assessment evidence recorded in teachers' folders and students' portfolios is used for reporting purposes and should be available for inspection on request by the Principal or syndicate leader.
10. Each curriculum area is reported on to the Board according to a triennial review process.
11. The outcomes of strategic and annual goals are reported on regularly through Principals' reports to the Board of Trustees and in the Annual Report.

Signed: \_\_\_\_\_



BRENDON CLARK  
Chairperson Board of Trustees

Date: 3 AUG 17

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