Aspiri
Primary School

Aspire to achieve together

Teaching, Assessment and Reporting Policy 2026

Rationale

Aspiri Primary School's Curriculum, Assessment and Reporting Policy is aligned to the Western Australian Curriculum and Assessment Outline K-10.

The Curriculum and Assessment Outline acknowledges the rights of all students irrespective of their ethnicity, language, culture, gender, socioeconomic status, disability, sexual orientation or geographic location to have access to high-quality learning.

It encompasses the Australian Curriculum, setting out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and provides support for teachers in their assessment and reporting of student achievement.

The implementation of APS's Curriculum, Assessment and Reporting Policy is guided by the Department of Education's 'Teaching for Impact' framework – 'what effective teachers believe, what they know and what they do have impact on student outcomes.'

References

- The Alice Springs (Mparntwe) Education Declaration. https://www.education.gov.au/alice-springs-mparntwe-education-declaration
- Curriculum Assessment Reporting in Public Schools Procedures (Oct 2023)
- Teaching For Impact https://ikon.education.wa.edu.au/-/access-teaching-for-impact/
- SCSA: Teaching, Assessing and Reporting Policy
  https://k10outline.scsa.wa.edu.au/home/policy/teaching-assessing-and-reporting-policy

Curriculum

"Effective teachers understand the Western Australian Curriculum content and the knowledge, skills and understandings students need to master at each stage of learning' (Teaching for Impact, DoE).

The Western Australian Curriculum, encompasses the Australian Curriculum and The Alice Springs (Mparntwe) Education Declaration (December 2019). It has a twenty-first century focus, including three cross-curriculum priorities and seven general capabilities.

The Western Australian Curriculum includes:

- Early Years Learning Framework
- Kindergarten Curriculum Guidelines
- Pre-primary to Year 10 Curriculum

There are three cross-curriculum priorities,
- Aboriginal and Torres Strait Islander histories and cultures
- Asis and Australia's engagement with Asia
- Sustainability

Aspiri Primary School (APS) follows the Western Australian curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The curriculum comprises of eight learning areas. All learning areas are covered at APS.
- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Languages (Year 3-6) (AUSLAN)
- Health and Physical Education
- Technologies

Principles of Teaching and Learning

The Guiding Principles for Western Australian Schools promote equity and excellence in Western Australian schools. They ensure that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of young Western Australians. The Guiding Principles are the foundation for planning, teaching and assessing at APS.

The Guiding Principles comprise:
- Western Australian Values of Schooling
- Students with Diversity Statement
- Principles of Teaching, Learning and Assessment
- Phases of Schooling
- Kindergarten and Pre-primary Statement

The Principles of Teaching and Learning are implemented at APS to ensure that our school and class environments are intellectually, socially and physically supportive of learning. These principles assist whole-school planning and individual classroom practice.

- Opportunity to Learn – Learning experiences should enable students to observe and practise the actual processes, products, skills and values that are expected of them.
- Connection and Challenge – Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
- Action and Reflection – Learning experiences should encourage both action and reflection on the part of the student.
- Motivation and Purpose – Learning experiences should be motivating and their purpose clear to the student.
- Inclusivity and Difference – Learning experiences should respect and accommodate differences between learners.
- Independence and Collaboration – Learning experiences should encourage students to learn both independently and from and with others.
- Supportive Environment – The school and classroom setting should be safe and conducive to effective learning.

Teaching for Impact

Teaching for Impact is a component of the Department of Education's Quality Teaching Strategy. It identifies elements that have significant impact on student outcomes. These elements guide the teaching and learning at APS, ensuring we:

- Place students firmly at the centre of quality teaching and learning;
- Focus on creating the preconditions for positive learning;
- Differentiate to ensure students understand content and expected learning;
- Enable students to consolidate content and expected learning;
- Enable student to apply their knowledge and skills.

Assessment

Assessment is the process of gathering information about students and their learning and making judgements using the data gathered. This information forms the basis of planning for future teaching and learning.   Assessment at APS reflects the Principles of Assessment described in the WA Curriculum and Assessment Outline.

The Principles of Assessment are:
- Assessment should be an integral part of Teaching and Learning – Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus.
- Assessment should be educative – Assessment practices should be educationally sound and contribute to learning.
- Assessment should be fair – Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status.
- Assessments should be designed to meet their specific purpose – Information collected to establish where students are in their learning can be used for summative purposes and for formative purposes because it is used to inform subsequent teaching.
- Assessment should lead to informative reporting – Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student.
- Assessment should lead to school-wide evaluation processes – Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data.

Effective teachers assess student learning and teacher impact. 'Assessment *for* learning', 'assessment *as* learning' and 'assessment *of* learning' are all utilised at APS. Teachers use a variety of assessment strategies over time to make accurate on-balance judgements about student performance.

- 'Informing and differentiating instruction for each learner in a never-ending cycle of inquiry to discover what works best', (Lyn Sharratt, 2019)
- Providing feedback and progress in relation to the WA Curriculum
- Assisting with the identification and monitoring of students at educational risk (SAER)
- Measuring the impact of teaching practice
- Motivate students to learn and set goals for their learning
- Moderation with colleagues
- Reporting to Parents/Carers
- School wide review, evaluation, and planning for continued improvement

Reporting

Reporting is the process of communicating the outcomes of assessment to parents, carers and students.

AITSL Standard 5 - Assess, provide feedback and report on student learning clearly describes the role of teachers in using and reporting on the teaching and learning cycle as a core part of our business.

Reporting at APS incorporates both formal and informal reporting, including:

- ·Distribution of system assessment reports
    - NAPLAN (Year 3 and Year 5)
    - On-Entry Assessment (Pre-primary)
- Summative, semesterly reports emailed to parents/carers.
- Parent/Teacher meetings are scheduled in the final weeks of Semester 1 and 2
- Informal communication between parent and teacher, at the request of either, by appointment
- Parent/Teacher meetings relating to documented plans, such as Individual Education Plans (IEPs) and Behaviour Plans (IBPs).

For Pre-Primary to Year 6, teachers at APS use the SCSA Judging Standards when reporting against the achievement standard, when providing assessment feedback, and comparing student achievement.

The Judging Standards resources are used to assist with whole-school planning and individual classroom practice related to teaching, assessment and the reporting of student achievement. Judging Standards also promote shared understandings of achievement standards within our school and across schools.

The APS Reporting Schedule outlines the teaching, learning, assessment and reporting requirements at each year level. This information is provided in the accompanying Appendix. Student achievement in all learning areas taught within the semester will be reported in the formal report.

Reporting

Pre-primary - Year 6 teachers use the Department of Education's *Reporting to Parents* system and templates to report on student achievement and progress at the end of each semester.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years from Pre-Primary to Year 10.
- In Years Pre-Primary to Year 2 schools report using achievement descriptors, without letter grades.
- In Years 3 – 10 the following table of letter grades and achievement descriptors is used:

Letter Grade	Achievement Descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very Low	The student demonstrates very low achievement of what is expected for this year level.

With mid-year reports, teachers make a professional judgement regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

Reporting in Kindergarten

Reporting in Kindergarten differs from the rest of the school. Kindergarten students receive a report at the end of the year. A Department of Education reporting template is used with each of the reporting areas guided by the Kindergarten Curriculum Guidelines and aligned to the Early Years Learning Framework (EYLF).

Belonging, Being and Becoming - The Early Years Learning Framework describes the principles, practice and outcomes essential to support and enhance young children's learning
.
- Outcome 1 - Children have a strong sense of identity
- Outcome 2 - Children are connected with and contribute to their world
- Outcome 3 -Children have a strong sense of well-being
- Outcome 4 - Children are confident and involved learners
- Outcome 5 - Children are effective communicators

Reporting To Parents

The timelines for reporting to parents are indicated on term planners.

As of 2024, the 'Parent/Guardian Interview Recommended' box is ticked 'yes' on all Semester 1 written reports. All parents/carers are encouraged to attend a parent-teacher meeting. Parent-teacher meetings are a valuable opportunity for teacher/s to provide individualised feedback and discuss aspects of student learning. These meetings are also an opportunity for parents to ask questions regarding their child/ren's achievement, progress and areas for improvement. Instructions on how to book a parent-teacher meeting during these times is communicated via Seesaw and the school newsletter.

Kindergarten

Semester 1	Semester 2
Parent-Teacher Meetings • Online booking system • Held throughout last fortnight of Term 2, including a school closure day approved by the school board	Report emailed to parents at the beginning of Week 9, Term 4 Parent-Teacher Meetings available upon request

Pre-primary - Year 6

Semester 1	Semester 2
Report emailed to parents at the beginning of Week 9, Term 2 Parent-Teacher Meetings • Online booking system • Held throughout last fortnight of Term 2, including a school closure day approved by the school board	Report emailed to parents at the beginning of Week 9, Term 4 Parent-Teacher Meetings available upon request

Attendance

Regular attendance at school is fundamental to student learning. As outlined in the Aspiri PS's Attendance Policy and Procedures, we are committed to promoting the key message "every day counts", enabling all students to reach their full potential.

As of 2025, a comment regarding attendance is included in <u>all Kindergarten to Year 6 reports</u>. The Department of Education WA determines concerning attendance to be less than 90%. The number of half days as well as a percentage of attendance for the semester is generated via the Reporting to Parents platform. Attendance levels are indicated in the table below.

90- 100%	(Student A)'s is to be commended on his/her exemplary attendance which has provided him/her with optimum learning opportunities to achieve the best possible educational outcomes.
80-89%	(Student A)'s attendance puts him/her at risk of not accessing optimal learning opportunities and meeting his/her educational potential.
60 - 79%	(Student A)'s attendance puts his/her at high risk of not accessing optimal learning opportunities and meeting his/her educational potential.
0 - 59%	(Student A)'s attendance puts his/her at severe risk of not accessing optimal learning opportunities and meeting his/her educational potential.

Please note:
- Individual contexts need to be taken into consideration and clarification may be required, for example in relation to medical treatment. This will be decided on a case-by-case basis. It is important to consult with your line manager for any students who require an adjusted.
- The lower band comments (89% & below) are to be placed within the middle of the generalised comment rather than the concluding sentence. An example is located in Appendix 4

Punctuality

Punctuality may also be raised as a concern in reports, using the statement below.

"Student A's punctuality has been of concern this semester. Being punctual enables students to settle in to their school day, complete morning routines and be ready to learn."

SEN Reporting

Students with special education needs (SEN) reports are provided for all students on an Individualised Education Plan (IEP). These students receive both a SEN report and year level report.

All SEN reports include:

- identified progress of IEP goals
- at least one photo, demonstrating progress (product/process) for each identified learning area within the IEP

A three point scale is used in SEN reporting to identify student achievement for identified goals in the IEP.

Not Achieved	The student has not achieved this content descriptor. The achievement of goals linked to this content descriptor are in progress.
Partially Achieved	The student has achieved some aspects of this content descriptor. Some of the goals linked to this content descriptor have been achieved and some are in progress.
Achieved	The student has achieved this content descriptor. Most or all of the goals linked to this content descriptor have been achieved.
N/A	Not assessed

SEN reporting is completed for students in relation to the achievement of their IEP goals. For example,

- If a goal has been assessed as P (Partially Achieved) only the SMART goals achieved will be ticked.
- If a student has been assessed as A (Achieved), all of the SMART goals in this area are ticked.

Classroom teachers and specialist/DOTT providers are each responsible for their IEP area when completing the SEN report.

As with the year level report, there are no individualised comments for learning areas. There is a consistent general comment for all SEN reports, directing parents to the year level report.

"Please refer to <N's> year level report."

Update	Version	Changes Made	Endorsed
	v1		A.Cole
7/4/2025	v2	Reporting to Parents: • withdrawal of comments for learning areas K-6 and SEN • Inclusion of photos for SEN • withdrawal of Kindergarten portfolio • inclusion of scaled attendance comments • Pre-primary students achievement is entered for all learning areas taught within the semester.	A.Cole
16/7/2025	v3	Reporting to Parents: Appendix 1 • reporting of Visual Arts in Semester 2, 2025 has been removed.	A.Cole
26/09/2025	v4	• SEN reporting scale has been amended to a three point scale • Expectations for Kindergarten general comment	A.Cole
6/02/2026	v5	• Teaching, Learning and Assessment Schedule 2026 amended in The Arts learning area • Reporting schedule of specialist teachers separated from classroom teachers	A.Cole

Appendix

1	Teaching, Learning and Assessment Schedule
2	Design and Technologies: Context and Year Level Distribution
3	Report Writing Guidelines
4	Example of General Comment in PP -Yr6 Reports
5	Parent - Teacher Meetings Guidelines
6	Parent - Teacher Meeting Template
7	Standard Aspiri Meeting Template
8	Kindergarten Template.- Semester 1
9	School Interviews: Teachers Guide

Pre - primary - Year 6
Teaching, Learning and Assessment Schedule 2026

		PP Sem 1	PP Sem 2	Year 1&2 Sem 1	Year 1&2 Sem 2	Year 3 Sem 1	Year 3 Sem 2	Year 4 Sem 1	Year 4 Sem 2	Year 5 Sem 1	Year 5 Sem 2	Year 6 Sem 1	Year 6 Sem 2
English	Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Speaking and Listening	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Number and Algebra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Measurement and Geometry		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Statistics and Probability	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	Physical Science		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3
	Earth and Space Sciences	✓ T2		✓ T2		✓ T2		✓ T2		✓ T2		✓ T2	
	Biological Science	✓ T1		✓ T1		✓ T1		✓ T1		✓ T1		✓ T1	
	Chemical Science		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4
HASS	History	✓		✓			✓	✓		✓			✓
	Geography		✓		✓	✓		✓		✓		✓	
	Civics and Citizenship						✓		✓	✓			✓
	Economics										✓	✓	
The Arts	Performing Arts: Music	✓		✓		✓		✓		✓		✓	
	Visual Arts		✓		✓		✓		✓		✓		✓
Health and Physical Education	Movement and Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Personal, Social and Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technologies	Digital Technology	✓		✓		✓		✓		✓		✓	
	Design Technology		✓		✓		✓		✓		✓		✓
Languages	AUSLAN					✓	✓	✓	✓	✓	✓	✓	✓

- Ticked areas indicate reporting strands for each semester. These areas are reported on with an achievement grade and effort mark
- 'Science Inquiry Skills' and 'Science as a Human Endeavour' are interwoven throughout teaching and reported on via science content areas.
- If a reportable learning area/strand is not timetabled with a specialist teacher, the classroom teacher will teach, assess and report on the area within the indicated semester
- Reporting strands may vary in composite classes

Specialist Areas
Teaching, Learning and Assessment Schedule 2026

		PP Sem 1	PP Sem 2	Year 1&2 Sem 1	Year 1&2 Sem 2	Year 3 Sem 1	Year 3 Sem 2	Year 4 Sem 1	Year 4 Sem 2	Year 5 Sem 1	Year 5 Sem 2	Year 6 Sem 1	Year 6 Sem 2
Science	Physical Science		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3		✓ T3
	Earth and Space Sciences	✓ T2		✓ T2		✓ T2		✓ T2		✓ T2		✓ T2	
	Biological Science	✓ T1		✓ T1		✓ T1		✓ T1		✓ T1		✓ T1	
	Chemical Science		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4		✓ T4
The Arts	Performing Arts: Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Visual Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health and Physical Education	Movement and Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Personal, Social and Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Languages	AUSLAN					✓	✓	✓	✓	✓	✓	✓	✓

- Specialist teachers are required to teach, assess and report for all classes timetabled each semester. Those specialist teachers who are also timetabled for lessons outside their speciality area will also need to report on those identified areas within the PP-Year 6 schedule.
- 'Science Inquiry Skills' and 'Science as a Human Endeavour' are interwoven throughout teaching and reported on via science content areas.

APPENDIX 2

Design and Technologies:
Technology Contexts Year Level Distribution

Year Group	Knowledge and Understanding Strands: Technology Contexts	Context Elaborations + Resources*
PP	**Engineering Principles & Systems** Students move objects in a range of ways: push, pull, bounce, slide, fall, spin, float, and observe their reactions	Engineering Principles & Systems Elaboration | Resources
Yr 1	**Material & Technologies Specialisations** Students observe, explore and select materials to use for construction based on materials' characteristics and behaviours	Materials & Technology Specialisations Elaboration | Resources
YR2	**Food & Fibre Productions** Students make simple connections between healthy living, food and fibre choices	Food & Fibre Productions Elaboration | Resources
YR3	**Engineering Principles & Systems** Students observe and recognise ways applied forces, and the properties of materials, affect the behaviour of objects	Engineering Principles & Systems Elaboration | Resources
YR4	**Material & Technologies Specialisations** Students implement safe practices and select suitable materials, systems and components for a range of purposes	Materials & Technology Specialisations Elaboration | Resources
YR 5	**Food & Fibre Productions + Food Specialisations** In Food & Fibre, students identify ways people in design and technology occupations aim to increase the efficiency of production systems or consumer satisfaction of food and natural fibre products. In Food Specialisation, students identify and implement a variety of food and hygiene practices	Food & Fibre Productions Elaboration | Resources Food Specialisations Elaboration | Resources
YR6	**Engineering Principles & Systems** Students connect ways electrical energy and forces can control movement, sound or light in a product or system	Engineering Principles & Systems Elaboration | Resources

Please note:
- Teachers will teach the Technology Context assigned to their year level.
- If it is a composite class (split year level class), the teacher will teach both strands over the course of the semester i.e., focus on one strand per term.

*The suggested resources are a starting point for teaching ideas. Use teacher judgement when selecting for the context you are teaching.

APPENDIX 3

Report Writing Guidelines

Report comments at APS follow the Department of Education Communication Style Guide. This guide provides guidelines for written comments, including spelling, grammar and punctuation. It is important to maintain professional standards when crafting all comments. Consult the guide for additional details **https://ikon.education.wa.edu.au/-/communication-style-guide**

Content of General Comment (PP-Yr6)

- General Comment (1000-2000 characters) Pre-primary - Year 6
- Individualised comment - no two comments should be the same
- Opening sentence of the comment includes the student's name and is a positive statement.
- Includes:
  * A student's achievement or progress (celebration)
  * Attitude, behaviour and effort
  * References to both English and Mathematics
  * Future actions required to improve outcomes
   *Attendance statement

Please see Appendix 4 for examples.

Content of General Comment (Kindergarten)
- General Comment (1000-2000 characters)
- Individualised comment - no two comments should be the same
- Opening sentence of the comment includes the student's name and is a positive statement.
- Includes:
  * References to EYLF Outcomes
  * A student's achievement or progress (celebration)
  * Areas for development/improvement

APPENDIX 3

Report Writing Guidelines

Style of General Comment

- Written in plain English using words people are familiar with. Unfamiliar words make the content more challenging to understand. For example 'start' instead of 'commence', 'use' instead of 'utilise' and 'buy' not 'purchase'.
- Avoid colloquialism, slang and teacher specific jargon, such as 'subitising' and 'multimodal texts'. If unfamiliar technical terms are necessary, always explain the term the first time you use it.
- Ensure comments align to Personal and Social Learning (Pre-Primary-Year 2)
- Ensure comments align to Attitude, Behaviour and Effort (Pre-Primary - Year 6)
- Sentences are written in third person and directed to parents/carers (not to the student).
- Avoid predicting future outcomes, for example '...with more practice he will achieve...'
- Avoid unnecessary and repetitive words when crafting your sentences, such as 'can'. (eg. 'Sam works well in small group situations.' instead of 'Sam can work well in group situations'

Report Writing Guidelines (continued)

Sentences

- Short, clear and concise sentences
- Avoid abbreviations and acronyms
- Avoid unnecessary and repetitive words
- Use student's legal name
- Avoid paragraphing within a comment

Common Errors

focused not focussed
Mathematics not Maths or Numeracy
English not Literacy
well-being not well being
well-mannered not well mannered

Wildcards

Wildcards can be used for the individualised general comment. Wildcards are available for:

First Name	<N>
First Names	<N's>
Learning Area	<L>
His/Her	<P>
his/her	<p>
him/her	<o>
He/She	<T>
he/she	<t>
Context	<C>
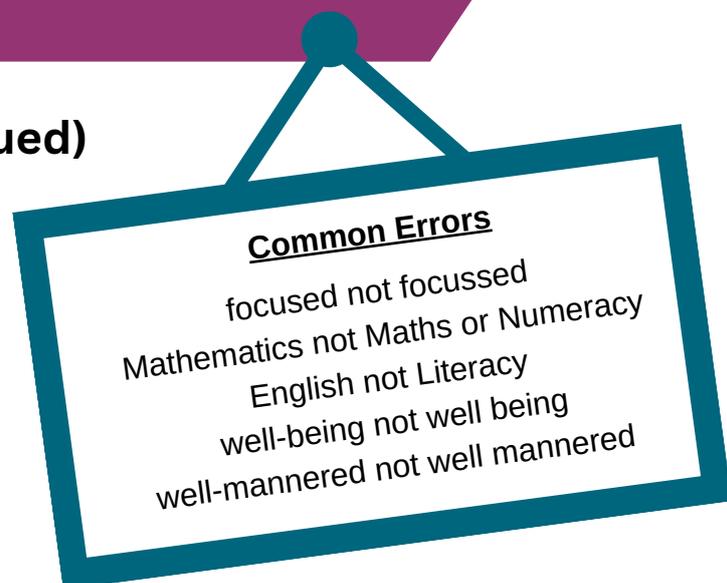
Punctuation/Spelling

- Use initial capitals for specific school semesters, terms, weeks and year levels, i.e. Year 3
- Avoid exclamation marks
- If 'however' is separating two complete but related sentences, replace the comma with a semicolon. It should be preceded with a comma if it is being used as an interrupter. (eg. , instead of, and, or, but. In both cases, however, 'however' should be followed by a comma
- Generally, in text, numerals are used instead of the words for numbers, with the exception of 'zero' and 'one'. Some exceptions are when starting a sentence with a number, writing a fraction and writing a proper noun that includes a number written as a word.
- For words such as organise, utilise and realise, ensure to spell with an 's' not 'z'
- Avoid using contractions, eg. we're and don't
- practice is a noun and practise is a verb

APPENDIX 3

Report Writing Guidelines (continued)

Attendance and Punctuality

Concerning attendance is determined as less than 90% for the semester. All PP-Yr6 students receive a comment regarding their attendance in both the Semester 1 and 2 report. This data is generated via Compass and the RTP system. There are standard comments for varying bands of attendance. Classroom teachers will need to include one of the statements below for each student.

90- 100%	(Student A)'s is to be commended on his/her exemplary attendance which has provided him/her with optimum learning opportunities to achieve the best possible educational outcomes.
80-89%	(Student A)'s attendance puts him/her at risk of not accessing optimal learning opportunities and meeting his/her educational potential.
60 - 79%	(Student A)'s attendance puts his/her at high risk of not accessing optimal learning opportunities and meeting his/her educational potential.
0 - 59%	(Student A)'s attendance puts his/her at severe risk of not accessing optimal learning opportunities and meeting his/her educational potential.

Please note:
- Individual contexts need to be taken into consideration and clarification may be required, for example in relation to medical treatment. This will be decided on a case-by-case basis. It is important to consult with your line manager for any students who require an adjusted.
- The lower band comments (89% & below) are to be placed within the middle of the generalised comment rather than the concluding sentence. An example is located in Appendix 4

Punctuality may also be raised as a concern in reports, using the statement below.

"Student A's punctuality has been of concern this semester. Being punctual enables students to settle in to their school day, complete morning routines and be ready to learn."

APPENDIX 3

Report Writing Guidelines (continued)

New Student Arrivals and Departures

Students may arrive or leave Aspiri during the year and this will impact the expectation with regards to reports. Below are some examples as guidance for making decisions, however if there is any uncertainty, it is important staff discuss this with their line manager.

- A student who arrives at Aspiri PS in Term 2 or Term 4, prior to the commencement of Week 3, will receive a written report with Attitude, Behaviour and Effort (ABE) panel completed, effort grades for all learning areas and an individualised general comment
- A student who arrives after Week 3 of Term 2 or Term 4, will receive a written report with ABE panel completed and an individualised general comment
- A student who leaves Aspiri PS prior to the commencement of Week 3 in Term 2 or Term 4 will not receive a written report.
- If a student has not attended school or missed a particular unit of work due to PEAC or onsite therapy services, they may require a N/A for a learning area and an explanation in the general comment to explain this decision.

Editing Process for Classroom Teachers

1. Peer editing, where a colleague proofreads draft report comments.
2. Input all achievement grades and effort into learning areas, complete the Personal and Social Learning (PP-Year 2) and Attitude, Behaviour and Effort (PP-Year 6) into the RTP system
3. Input the general comment into the RTP system.
4. Line Managers read the completed student reports.
5. Required corrections will be returned to class teachers for changes to be made.
6. Class teachers complete a 'Missing Data Entry Check' to ensure all required information is in RTP.
7. RTP will be locked on a designated date, ready for distribution to parents. This date will be communicated via 'Keeping Up With Aspiri' and term planners.

Please note:
Comments that have not been edited or have considerable number of errors will be sent back to teachers to fix

APPENDIX 3

Report Writing Guidelines (continued)

Specialist and DOTT providers

1. Input all achievement grades and effort into learning areas ,
2. Complete a 'Missing Data Entry Check' to ensure all required information is in RTP.
3. RTP will be locked on a designated date, ready for distribution to parents. This date will be communicated via 'Keeping Up With Aspiri' and term planners.

Reporting to Parents Timelines

Timelines are established for the input of information into the Reporting to Parents system. These are communicated clearly on term planners and also in Keeping Up With Aspiri correspondence.

It is important all staff adhere to the set timelines, as the RTP system will be locked on a specified date.

Reports are emailed to parents at the beginning of Week 9 Term 2 and Term 4.

APPENDIX 4

Example 1: General Comment

Opening sentence including student's name and a positive statement

Celebration

Focus for improvement

1018 characters with spaces

Johnny is a conscientious student who always approaches his learning with a positive attitude. He has demonstrated satisfactory achievement in Mathematics this semester, making excellent progress. Johnny is to be commended on the improved accuracy of his calculations. In English, he is achieving at expected standard however, has made limited progress. Building greater fluency when reading texts will be an important focus next semester. Johnny is to be commended on his exemplary attendance which has provided him with optimum learning opportunities to achieve the best possible educational outcomes. He presents his views thoughtfully and shows respect when communicating new ideas. Johnny displays a strong ability to think, reason and solve problems. I have been impressed with the way he accepts feedback readily and with a positive mindset. He sets weekly goals and strives to achieve them. Johnny works well with his friends during group tasks, demonstrating the Aspiri HEART values of respect and teamwork.

Attitude

References to both English and Mathematics

Achievement

Attendance statement using guide

Effort and behavior

Example 2: General Comment

Opening sentence including student's name and a positive statement

Attendance statement using guide

Level of achievement and effort

Celebration

991 characters with spaces

Kayla is a friendly class member and is always one of the first to help her classmates by providing support and words of encouragement. She eagerly participates in all learning activities, although Kayla requires occasional reminders to focus during mat sessions. Kayla's attendance this semester puts her at risk of not accessing optimal learning opportunities and meeting her educational potential. She has worked hard in Mathematics to improve her skills, despite finding number concepts challenging. Small group support and remodelling of skills is regularly provided to assist Kayla to build her accuracy with numbers. In English, Kayla is building her independence when creating written texts. It is important that she continues focusing on spelling her words by carefully identifying all the sounds. It is wonderful to see her setting writing goals and working hard to achieve them. Kayla has enjoyed being a member of the Senior Dance Troupe this year and performing to an audience.

Attitude and behaviour

References to both English and Mathematics

Focus for improvement

Conclude with a positive sentence

APPENDIX 5

Parent-Teacher Meetings

Parent-Teacher meetings are designing to support the Department of Education written report. They are held in the last two weeks of each semester. Parents are encouraged to take the opportunity to meet with teachers and schedule a meeting via School Interviews website.

Guidelines

- Meetings commence on Tuesday morning, Week 9. All meetings are 15 minutes.
- Meetings can be scheduled in the mornings, 7.30-8.15am, and after school, 2.40-5.30pm.
- The gate between Maali block and Administration block will be unlocked for 7.30am meetings, by a member of the Executive Team. It will be closed at 5.30pm by the cleaners.
- Staff are encouraged to provide a variety of meeting times during Weeks 9-10. The number of meetings should provide families with choice and flexibility. For classroom teachers, there should be more time slots available than the number of students. For example, 32 students would need to have at least 42 options available.
- Bookings close on Monday, Week 9 at 3.00pm. Teachers will manage their bookings with access to cancel or reschedule meetings upon parent request. Front office staff will direct parents to the class teacher/specialist.
- Meetings are held in classrooms. Office space can be made available upon request.
- If a teacher requires support with a meeting or challenging conversation, they are encouraged to contact their Line Manager, and a member of the Executive Team will attend.
- Staff will need to be mindful of court orders/custody issues. This may result in each parent requiring a separate meeting time. The information relayed to each parent must be consistent with the same content.

Tandem Teaching Classrooms

- Staff in tandem teaching relationships will need to share the meeting responsibilities. Teachers are not expected to attend meetings on their non-working days, however may attend by choice. Teachers will not be paid to attend on non-working days.
- The teacher who would normally work on the school closure day will take the meetings on this day.
- As with the written reports, the Parent-Teacher meetings template will need to have the input of both teachers and consensus reached on all dot points. Sharing of the workload is important.

APPENDIX 5

School Closure

- The date of school closure is indicated in the Term 2 Planner.
- A full school day of meetings will be offered to parents/carers on the school closure day (8.40am - 2.40pm). This day is set up in advance by the Executive Support Officer and will include a morning tea break (10.25 - 11.05am) and lunch break (1.05-1.45pm).
- Entry for meetings will be through the front two gates, either side of the Administration building as well as the ECE gate.

Timeline for Parent-Teacher Meetings

The timeline for Parent-Teacher meetings in school terms which do not follow the normal 10 week pattern, will vary by a week. For these circumstances the varied timeline will be communicated via Keeping Up with Aspiri.

Wk6	Teaching staff, both classroom and specialist staff, set their availability on School Interviews website for before and after school times. Instructions on navigating this dashboard are located in Appendix 9. The school closure day has been set for all teaching staff.	✓
Wk7	Availability is finalised for all teaching staff.	✓
Wk8	Instructions on how parents can make their bookings are sent to parents/carers. Bookings open on Monday, Week 8	✓
Wk9	PP - Year 6 written reports are emailed to parents/carers on Monday, Week 9. K-6 Parent-Teacher meetings commence on the following Tuesday morning.	✓
Wk10	Parent-Teacher meetings continue, including a full day closure 8.40am-2.40pm. Teachers can reschedule meetings upon parent request.	✓

APPENDIX 5

Parent-Teacher Meetings Template

To ensure consistency across the school, a standard template has been designed and is used for all meetings in Pre-primary to Year classrooms during this process (Appendix 6). This template is in place of the standard Aspiri Parent Meeting form, used at other times throughout the year. Information on English, Maths, Behaviour/Social/Emotional is communicated in dot points and is pre-populated prior to the meeting. This template is completed for each student in your class. Teachers may choose to handwrite or type the information.

The minimum expectations for the template are:

English	**Celebrations** • Achievement/Progress • Minimum 2 dot points	**Focus for Next Semester** • Areas of improvement/ Next steps • Minimum 2 dot points
Mathematics	**Celebrations** • Achievement/Progress • Minimum 2 dot points	**Focus for Next Semester** • Areas of improvement/ Next steps • Minimum 2 dot points
Behaviour/Social/ Emotional	**Celebrations** • Minimum 1 dot point	**Focus for Next Semester** • Minimum 1 dot point

The document is added to throughout the meeting as actions are discussed and parents ask questions. Evidence can be used to support discussions, such as...
- Work samples,
- PAT data,
- Dibels,
- Intervention (MultiLit/Bond Blocks)
- On-Entry

All meeting attendees sign the signature panel at the end of the document.

APPENDIX 5

Specialist Teachers

All specialists teachers will continue to use the standard Aspiri template for Record of Parent Contact (Appendix 7). Completed templates are required for those parents who book a meeting. Information on template will vary between learning areas. The expectation is for there to be a balance of celebrations (achievement/progress) and the focus for next semester (areas of improvement/next steps). Evidence would also vary according to learning areas.

Kindergarten

A different template is used in Kindergarten Semester 1 (Appendix 8) and contains a checklist based upon the Early Years Learning Framework (EYLS) and Kindergarten Curriculum.   Teachers will need to ensure the formatting or font within the document is not altered. The template is pre-populated and includes photos. There is no requirement for signatures.

All Kindergarten templates will need to be copied prior to the meeting. A copy is provided to parents at the conclusion of the meeting.

Additional matters that arise from the meeting will need to be recorded on the Aspiri template for Record of Parent Contact (Appendix 7) or information is entered directly into Compass.

Record Keeping

A copy Parent-Teacher Meeting Records (Appendix 6, 7 & 8) is always provided to the parent/s. All families should be received their meeting document before the Week 3, Term 3. To comply with the Department of Education's Record Keeping Policy, a copy is retained by the school.

All teachers will need to either
1. Scan the meeting record into Compass and email copy to parents/carers (In addition, if the record is handwritten, the original copy must also be retained by the school in student folders) **OR**
2. Photocopy the original. A copy is provided to parents/carer and the original is filed into student files (located in the office).

Additional Clarification

- For those parents/carers who do not book a meeting, classroom teachers are to send a reminder message via Seesaw. If there is no booking made after this attempt, teachers will enter a Chronicle Event to document no parent meeting was held despite requests.
- Staff who choose to take planned leave during the last fortnight of each semester will need to ensure all Parent-Teacher meeting are still held. Please liaise with your line manager to manage these meetings as different circumstances will require different solutions.