



Report Writing Procedures and Protocols 2016

St. Patrick's Primary School Kilmore

The purpose of written reports at St. Patrick's is to provide our families with a snapshot of their child's achievements during the semester. They are individualised documents which reflect the accomplishments and provide direction for the future learning of each individual child.



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Purpose of Reports

"All Victorian government schools are required to report on student progress against the AusVELS achievement standards in English, Mathematics, Science, Health and Physical Education for every student every year. Reporting against Science may commence from year 3.

Student reports must be issued to parents/carers at a minimum of twice per year using a five-point rating scale to show student progress and achievement at the time of reporting."

<http://www.education.vic.gov.au/school/teachers/support/pages/studentreports.aspx?Redirect=1>

At St. Patrick's Kilmore formal written reports are sent home to parents/carers at the completion of Term Two and of Term Four. In addition to this, formal face-to-face Student/Parent/Teacher interviews are held at the beginning of each school year and at the conclusion of Semester One.

There is an expectation that Teacher/Parent communication occurs throughout the year, through the use of email, phone calls and face to face meeting, so that there are no surprises or new information being presented in the end of semester reports.

Audience

The audience of the reports are our parents and their children, as such, reports should be concise and free from teacher jargon or abbreviations. As many of our families have more than one child at St. Patrick's it is important that all reports follow the set structure and word limit so that they are comparable.

Report Writing Time Line Semester 1 2016



Written reports are presented to parents at the completion of Semester One and Two.

Week 11 (20th-22nd June)

Parent – Teacher Conversations

Week 10 (Fri 17th June)

Reports go home

Week 9 (Fri 10th June)

Reports to Principal for signing

Week 8 (Thurs 2nd June)

Reports to Executive for proof reading

Week 8 (Mon 30th May)

Sample report for Executive to moderate.

Week 7 (Thurs 26th May)

Specialist, LLI, RR and Maths Intervention comments to be completed.

Week 4

Read previous report and arrange meeting with curriculum leaders and parents if there is a variance between the report and current data.



Contents of Reports and Character Limits

Each report must be personalised and refer directly to the student's work and their progression of learning. Reports are to contain the following:

General Comment

3,500 characters with spaces (plus or minus 10%) with an equal allocation of words for English and Mathematics.

- **Opening Statement:** which includes a positive comment on the child as a member of the class. One sentence should reflect an interpersonal comment and significant absences should also be mentioned in this section.
- **Literacy Comment:** which includes comments about reading-strategies the student has developed (your observations from your pensieve and Reading Records), writing- skills the student has shown, ability to follow structures and include features of the specific genre. The writing comment should be personalised and not a blurb about what the students were exposed to during the semester. Spelling comment needs to include, the sounds/blends/letter patterns/high frequency words that the student can use when writing.
- **Mathematics Comment:** which includes comments on the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. Each area should include a comment on what they were able to do and a comment on what they need to continue to work on, based on the evidence collected.
- **Inquiry Comment:** which includes comment on the skills and dispositions which the student has shown throughout the semester. This comment is not to be a blurb about what the child did as part of their Integrated Inquiry units. An example of a comment which could be used is, *"During this semester's science inquiry unit Frederick was able to effectively formulate a hypothesis about the growth of plants in winter, complete a thorough investigation about the germination of seeds and draw conclusions based on his evidence."*
- **Social Emotional Learning Comment:** this should be a personalised comment about what skills have been taught in SEL and how well the student has displayed an understanding and/or application of these skills. For direction on what to include in this comment refer to the Personal and Social Capabilities for your level. An example of a comment which could be used is, *"During this semester's Bounce Back unit, People Bouncing Back, William explored different ways to respond to challenging situations. He demonstrated an understanding of the need to calm his engine before responding and was able to use breathing techniques to help manage his emotions."*
- **Closing Statement:** which includes a positive comment on the child's achievements throughout the semester and a message for the future.



Religious Education Comment: Year Level Blurb

As a year level, staff need to create a general blurb outlining the units covered so far. The same blurb is included in each child's report for that Year Level.

Religious Education Comment: Individual Comment

800-1000 characters

Individual comments on the child should reflect whether the child has a deep understanding, is consolidating their understanding or working towards an understanding of what they have been explicitly taught. This comment should not include assessments and comments on the student's beliefs or values which cannot be measured. For example, *"John does not value the messages presented in the scripture readings and chooses not to pray during prayer time"* would not be an acceptable comment as you cannot assess the value which John may have taken from the scripture readings nor can you assess if he is taking part in prayer, especially if there is silent prayer time as well. Comments should reflect where you can on *"The principles of Catholic Social Teaching"* and students' progress through the use of CEM Tracking Tool: Sacred Story, Sign and Symbol, Ritual, and Living.

What The School Will Do

A maximum of three short comments.

General statements, outlining how the school will continue to support the student's progress, eg. *"Provide William with opportunities to set fortnightly reading goals through one on one conferences with his teacher."*

For the end of Semester Two report, it is important to remember that the students will have a different teacher in the following year and as such comments should reflect this, eg. *"Liaise with William's teacher to ensure a smooth transition into Year Three."*

What You Can Do At Home

A maximum of three short suggestions.

Personalised statements, outlining suggestions for how to support the student's progress at home in the areas of English and Mathematics. These statements should support what has been written in the General Comment, eg. *If the General Comment reported that Samantha needed to build her knowledge of Australian coins you might write, "Encourage Samantha to work out which coins to use when writing a lunch order for the canteen or when buying items from a shop."*



Specialist Comments

Specialist comments will be completed as a blurb for all of the Specialist areas, including Visual Arts, Performing Arts, LOTE, Physical Education and Library/ICT.

These blurbs, outlining what the class has done throughout the semester, are to be written by the specialist teacher. Where needed the Specialist teacher will also include a short personalized comment for students who are above or below the expected level, have behavioural issues or for similar reasons.

LLI, Reading Recovery and Maths Intervention Comments

LLI, Reading Recovery and Maths Intervention comments will be completed by the relevant intervention teacher. These comments are to be personalised and should outline how long the child has taken part in the program, what focuses have been covered, what relevant skills they have mastered and what skills they are continuing to develop.



Progression Points and Effort and Behaviour Scales

Progression Points

Progression points are allocated by the teacher. If there is a significant variance between the previous report and current data a meeting must be arranged with the Curriculum Leader to discuss the current, relevant data and evidence. A meeting is then also arranged with the student's family so that there are no 'shocks or surprises' in the report.

Effort and Behaviour Scale

Please note that this year the wording for the Effort and Behaviour Scales is being changed so that it more correctly represents a scale from negative to positive effort/behaviours.

Specialist teachers will also have the opportunity to record separate Effort and Behaviour scores to reflect what they see in their classroom.



Formatting and Common Errors

Capital Letters

Ensure that the use of capital letters is consistent throughout the report. Capital letters are to be used for names, subjects (such as English), content areas (such as Reading) and when referring the semester (Use when writing, "...in Semester One..." but not when writing, "During this semester...").

Commas

Ensure that the use of commas is consistent throughout the report. Commas are to be used according to the Macquarie Dictionary Punctuation Guide, please see the link below or Appendix One for details:

<https://www.macquariedictionary.com.au/resources/view/resource/6/>

Hashtags

Hashtags are to be used when inserting names and pronouns. Please see the key in NForma for details on how to use these. Ensure to check that any hashtag used has been inserted correctly once reports have been printed.

Hyphens

Hyphens are to be used for words such as, co-operation.

Paragraphs

When spacing between paragraphs, enter twice to ensure a blank row is left in between.

Practise vs Practice

Ensure that the correct spelling of this word in the context in which it is used. The spelling –ice is the noun and the spelling –ise is the verb, eg. *"Jennifer needs to continue to practise using capital letters at the start of sentences."*

Student's Name

The student's correct name must be written throughout the report as per the Roll, for example Christopher rather than Chris. The exception to this occurs when writing a personal comment to the student such as, *"Well done Chris on your efforts this Semester!"*

Tense

It is important that a consistent tense is used when writing reports and as we are writing about what the child has achieved throughout the semester, it should be written in past tense.

Terminology

Please use the following terminology in your reports:

Semester rather than term, English rather than Literacy and Mathematics rather than Numeracy.



Appendix One

comma (,)

1. a. Commas serve to separate a word or set of words from others in the same sentence. They may separate an introductory word or phrase from the main statement of the sentence, as in:

John, please open the door.

Coming to the last issue, I'd like to underscore what the previous speaker has said.

Occasionally the comma is essential to prevent misreading. Consider how the following sentence would read without its comma:

Halfway along, the path was blocked by an avalanche.

Commas may not be essential if the opening phrase or clause is brief:

With that he left by the back door.

However no-one moved an inch.

Note that it is no longer considered necessary to follow words such as *however* and *nevertheless* with a comma at the start of a sentence.

b. Commas are a vital indicator to readers of the points at which they may safely pause without losing the structure of the sentence. In sentences coordinated with words such as *and* or *but*, the comma is often used before the second statement:

They wanted to buy it, and they could pay in cash.

The comma is not obligatory in such a case, although it is advisable if the sentence runs to some length, to help the reader. Note that the comma should not be used to separate the embellished subject of a sentence from the verb:

The celebrity we've all been waiting for has just arrived with his entourage.

Those who punctuate by ear might be inclined to insert a comma after 'waiting for', but it would be unfortunate as it interrupts the structure of the main clause.

2. Commas may be used in pairs to demarcate a parenthetical phrase or clause inside a sentence:

The new president, son of our next-door neighbour, will be sworn in tomorrow.

The committee, whose members are entirely new, needs to formulate policy from scratch.



Note that in the second of those sentences, the commas make 'whose members...' a parenthetic comment on the particular committee under discussion. If the twin commas are left out, the meaning of the sentence changes, and it becomes a general statement about a type of committee you might find anywhere. The relative clause in it becomes a *restrictive relative clause*, because it puts limits on the definition of a focal item ('committee').

3. Sets of commas help to separate a series of items presented in a horizontal list:

A bouquet of waratahs, hakeas, grevilleas and wattle was presented to the soloist.

In the past some have argued that there should always be a comma (a 'serial comma') before the 'and' in such a series. But these days it varies according to whether the last item is like all the others (as in the above example), or needs to be separated off:

A bouquet of waratahs, hakeas, bird of paradise, and wattle was presented to the soloist.

The third item in this list is differently phrased, and a comma is needed to prevent it being misread with the final item.

Note that it is no longer considered necessary to put a comma between every adjective, even if there are several in front of a noun, as in:

a bright red sports car

4. How commas combine with quotation marks is discussed below, in section [quotation marks or inverted commas](#) below.

Source: <https://www.macquariedictionary.com.au/resources/view/resource/6/>