

## **POLICY 2: REPORTING**



**RUAHINE SCHOOL**

The Best I Can Do, The Best I Can Be

Tū māia au ki te mahi, tū rangatira au ki te ao

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### **RATIONALE**

Ruahine School's reporting process will meet all legislative requirements, and accurately report on each learner's progress and achievement to parents/whānau and the Board of Trustees. Learners will be actively involved in the process.

### **PURPOSE**

To use reporting in a formative way and be open and transparent with learners, parents/whānau and the Board of Trustees Achievement and progress data will be used to inform teaching and learning and to report

### **GUIDELINES**

#### **Reporting on students progress and achievement**

1. Student progress and achievement reporting by teachers to parents/whānau will:
  - a. occur a minimum of twice a year
  - b. be written in plain language
2. Learner-Led Conferences will be held at least once a year
  - a. After the mid year whole school achievement data review
3. Ruahine School board of trustees reporting will:
  - a. Be a minimum of twice a year
  - b. Identify school strengths and areas for improvement, as shown in the current Annual Plan
  - c. Identify the basis for areas for improvement
  - d. Identify priority learners and planned actions for lifting achievement
  - e. Identify gifted and talented learners and planned actions for extension
  - f. The numbers and proportions of students at, above, below or well below the relevant NZ Curriculum levels, including Māori, Pasifika, and by gender and year groups (where this does not breach an individual's privacy); and how students are progressing against the *curriculum levels* as well as how they are achieving.
  - g. Summarise the outcomes of KiVa interventions as necessary and report on surveys once a year.
4. Ruahine School assessment and reporting plan will be followed and include
  - a. Names, numbers and proportions
  - b. Tracking of programmes designed for priority and gifted and talented learners
  - c. Evaluation of programme effectiveness (learning support extension programmes)
5. Pounamu teachers will meet with parents after;
  - a. A child's first 6 weeks of school
  - b. The Six Year Old Observation Survey (6YN)
6. Teachers will arrange extra meetings as necessary with parents to discuss a child's learning

### **CONCLUSION**

Learners learn best when they work in a supportive, collaborative environment based upon:

- Their prior knowledge
- Their understanding of what they need to achieve and the steps involved
- Taking responsibility for themselves and their learning
- An understanding by parties that learning is a lifelong process
- The learning environment being culturally responsive

**Chairperson:**

**Principal:**

**Policy No:**

**2**

**Date of Adoption:**

**April 2015**

**Reviewed:**

**18/6/2018**

**Reference:**

[Ruahine School Assessment and Reporting Plan](#)