

# Reporting to Parents on Student Progress and Achievement – Draft Policy

**September 2021**

Students will receive several academic posts via Educa throughout the year with a focus on Reading, Writing and Mathematics.

The reports aim to show the progress that students have made, the skills they have acquired (Can Do), and their next steps. The timing of the reporting posts are shown on the Fraser Crescent School Curriculum, Assessment and Reporting Plan. NB: factors such as prolonged school closures due to lockdowns can alter the schedule of reporting posts.

Whānau will also receive an ongoing report throughout the year on the student's individual competency goal via Educa. This will include an action plan, evidence and an evaluation of the goal from the teacher, student and whānau. There will also be at least one other curriculum related post selected by the teacher.

The literacy, numeracy, competency goal, and other additional reporting posts will help to provide a picture of achievement across the New Zealand Curriculum.

We expect students to work alongside their teachers to write their report using plain language. The input expected from students will depend on their age, capability and understanding of their own learning.

The reports will provide:

- a reference about expected levels of achievement and how a student is performing against their current curriculum level, as well as demonstrating progress that the student has made.
- work samples, photos and other support material to assist parents, caregivers and whānau with understanding the report format and achievement levels
- evidence from teachers to support their statements about student achievement.

Following the school reports/posts going home, there will be an opportunity for students, parents, caregivers and whānau to discuss the report at an interview or meeting with the student's teacher. Recommended guidelines for these discussions include:

- Additional evidence and documentation of progress and achievement should be available
- Parents and Whānau being able to contribute information to develop a richer profile of the student, as well as learning how they may be able to support the learning at home.

Legislative requirements on reporting are as follows:

Each board of trustees, with the principal and teaching staff, is required to: on the basis of good quality assessment information,\* report to students and their parents on progress and achievement of individual students:

- 1.in plain language, in writing, and at least twice a year; and
2. across The National Curriculum, as expressed in The New Zealand Curriculum 2007, including in mathematics and literacy, on the basis of good quality assessment information\*

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

# Behaviour Management – Draft Policy

September 2021

## Behaviour Management

All schools have discipline issues from time to time. To minimise this, teaching behavioural expectations to students, reinforcing positive behaviour and consistently following up on poor behaviour choices are just some of the management strategies used to promote positive student behaviour.

Individual programmes and strategies for difficult students are devised with parents and staff, and outside agencies if necessary, and these students are dealt with outside the behaviour management strategies.

### Objectives:

- Teachers create then maintain positive classroom climates and relationships with pupils.
- The school has a clear statement of purpose related to school-wide behaviour. A PB4L Purpose Statement is displayed in all classrooms and is visible in other places around the school. The school shares its behavioural expectations with staff, students and whānau and acknowledges these expectations through a token system.
- The school consistently applies behaviour management strategies in all cases of unacceptable behaviour. Staff are aware of how to correct negative behaviours and the procedure for dealing with problem behaviours as outlined in our general procedures flowchart.

In cases of extreme and persistent behaviour, the school actions the procedures outlined by the Ministry of Education for the stand-down, suspension, or exclusion of pupils.

See our Positive Behaviour for Learning Behaviour System for more information.

- [FCS School-Wide Purpose Statement](#)
- [FCS PB4L Behaviour Matrix](#)
- [FCS Observed Behaviour Correction Sequence](#)
- [FCS General Procedure Flowchart for Dealing with Problem Behaviours](#)
- [FCS Acknowledgement System](#)
- [School Rules & Expectations](#)