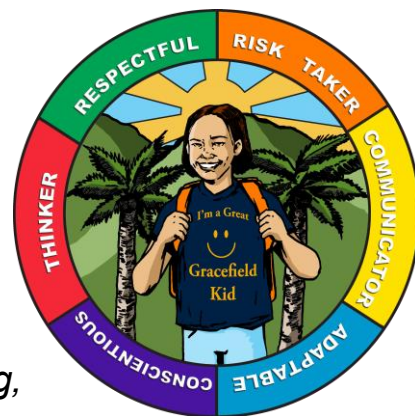


Informing Parents and Whānau and Reporting on Student Progress

At Gracefield School we strive to promote positive relationships between home and school as, **“Research evidence shows that parental involvement makes a difference to educational achievement.”** (Bull, Brooking, and Campbell, 2008).



National Administration Guideline 2A states that:

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- a) *report to students and their parents on the student’s progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year.*

Procedures

1. Teachers will report to parents three times a year. (this includes goal setting interviews in terms one and three, a written report in term four and after a new entrant student has been at school for six to eight weeks).
2. Teachers may also report informally when necessary.
3. Reporting to parents may include:
 - Reporting on academic progress.
 - Reporting on progress against set learning goals based on assessment information and the national standards.
 - Setting new learning goals, based on assessment information and the national standards.
 - Discussing any other issues that may have arisen.
 - The intention of the written report in term four is to provide a summary of a student’s learning and any next learning steps.
4. Parents or caregivers may at anytime request a meeting with a teacher to discuss their child's progress if they have concerns. The time for this will be agreeable to both parties.
5. Parents or caregivers are encouraged to make an appointment to see a teacher if they consider an issue is serious. The principal, deputy or assistant principal will attend any such meeting if the teacher or parent requests it.