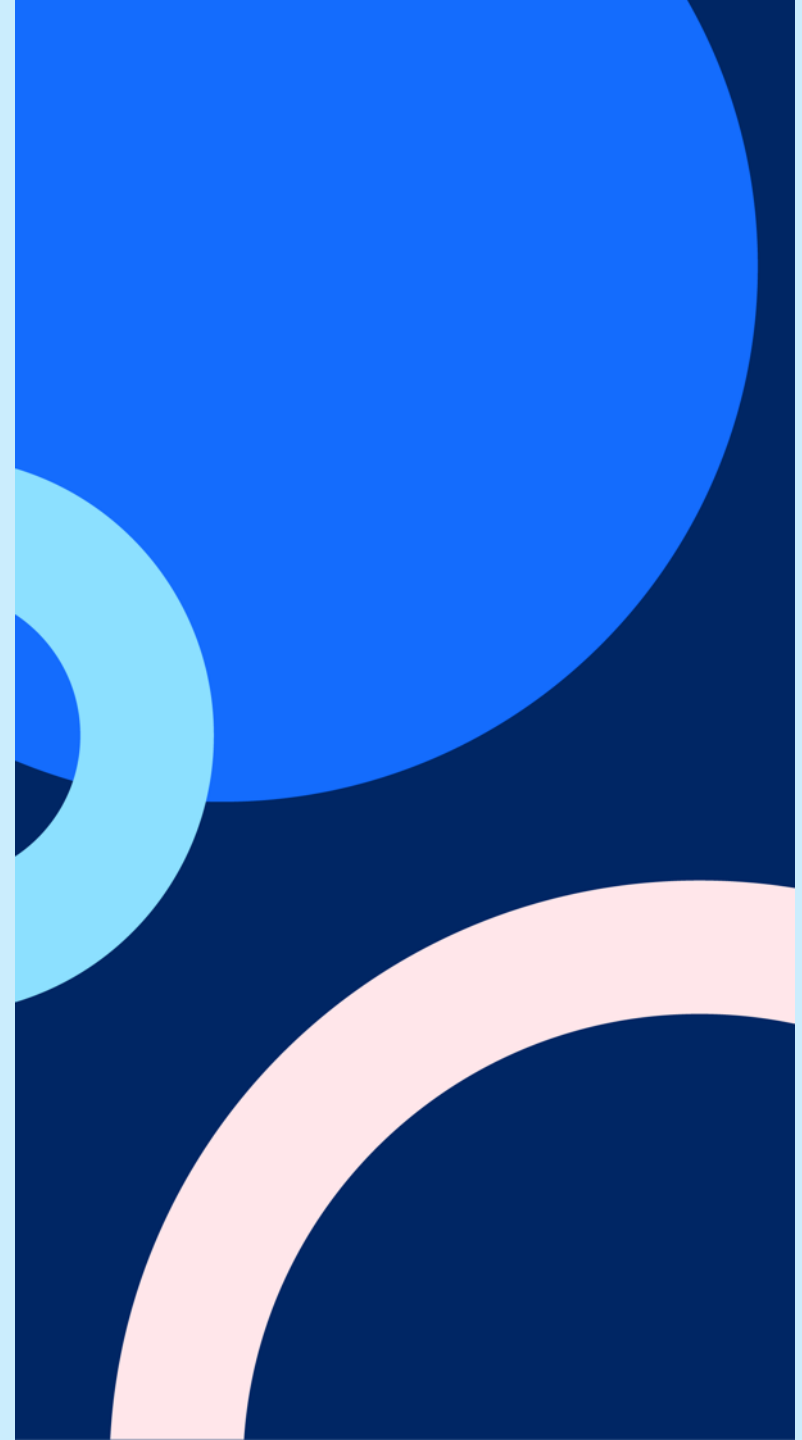


# Writing Reports in Primary Schools

Report Writing

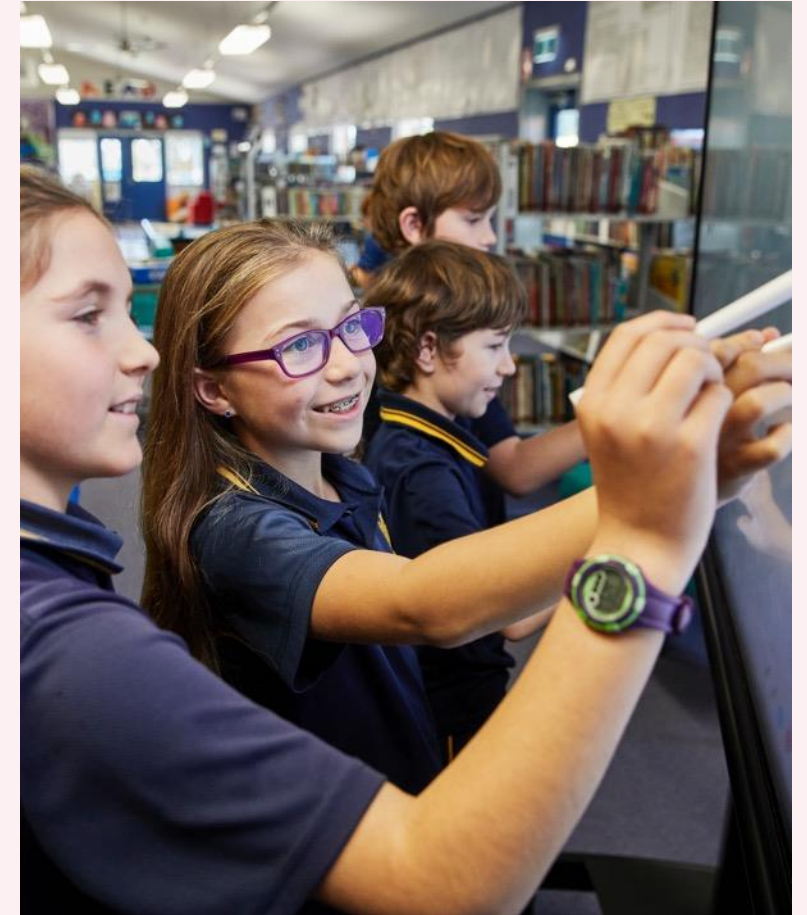


# Mandated Requirements when Reporting to Parents.

The Curriculum planning and programming, assessing and reporting to parents K-12 (CPPAR) policy outlines schools' obligation relating to student reporting to parents.

Each student report **must** include:

- student attendance
  - whole school activities
  - student's social development and commitment to learning
  - explanation of the grade scale used
- a report for each key learning area, subject or course, each requiring
    - the outcomes assessed
    - A-E grades or word equivalent (Years 1-11) or Personalised Reporting Scale grade
    - key learning area, subject or course-specific comment.



# The Common Grade Scale

A

The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a **very high level of competence** in the processes and skills and can apply these skills to new situations.

B

The student has a **thorough** knowledge and understanding of the content and a **high level of competence** in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.



# The Common Grade Scale Continued

C

The student has a **sound** knowledge and understanding of the main areas of content and has achieved an **adequate level of competence** in the processes and skills.

D

The student has a **basic** knowledge and understanding of the content and has achieved a **limited level of competence** in the processes and skills.

E

The student has an **elementary** knowledge and understanding in few areas of the content and has achieved **very limited competence** in some of the processes and skills.



# Report Comments

## Comments

The Curriculum Planning and Programming, Assessing and Reporting (CPPAR) policy states that report comments for each subject or KLA should include:

- areas of student progress
- areas for further development and what can be done to support their learning
- it is important to ensure that comments are personalised for

each student.

Report comments should be **at least three sentences long**.

Generally, **sentences should be short and no longer than 15-20 words**.



# Report Comments



## ❖ Comment banks.

The use of comment banks and pre-prepared comments is a school-based decision.

## ❖ Student name.

As they are legal documents, official names are required.

## ❖ Buddy-checking.

Some schools may choose to implement internal systems to review reports prior to the distribution to parents.

## ❖ Audience.

Comments should be addressed to the parent/carer and written in a formal manner.

## ❖ Comment guidelines.

Teachers' comments describe the skills and knowledge demonstrated as evidence of academic progress. Comments should be personalised, constructive and contain statements about:

- the student's achievement and progress
- effort and participation in the KLA
- at least one area for improvement and how it can be achieved.

Comments should be addressed to the parent or carer rather than the student and written in a formal manner.

Comments need to be written from a positive perspective, while still ensuring that the parent or carer, and the student, is clear about what areas need improvement.

When writing comments, the following structure should be adhered to as much as possible:

- Achievement/progress statement
- Outline what the student has done and can do – give examples
- Identify focus areas or next learning steps for the student





# Mathematics Report Comment

■■■■ always tries hard to achieve in mathematics and has improved across all focus areas. ■■■■ can reason about representations of three-digit numbers. He confidently uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning. ■■■■ uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems. If ■■■■ develops his ability to use skip counting, he will improve his results. ■■■■ estimates and uses uniform informal units iteratively to measure the length of objects. He needs to improve his understanding of the relationship between centimetres and metres. ■■■■ accurately identifies a range of quadrilaterals and polygons in different orientations. ■■■■ confidently uses reflections and translations of two-dimensional shapes to create repeated patterns.





# Revised Comment Example

██████ applied himself consistently in mathematics and has shown growth throughout the semester. He effectively chooses from a range of strategies when adding and subtracting numbers to 20. ██████ communicates his thinking using symbols, diagrams and materials and uses mathematical vocabulary to explain his reasoning.

While he models and describes collections of objects by forming equal groups, an area of growth for ██████ is learning to count groups by 2s, 5s and 10s to find the total number of objects. This could strengthen ██████ fluency and accuracy when solving number problems. centimetres and metres.

██████ shows confidence in organising shapes to create repeated patterns. He explored ways to make patterns using shapes, letters and numbers. ██████ represented these in drawings and explained these to the class.



# English Report Comments

██████████ confidently and consistently participates in both whole class and small group discussions. He reads decodable texts with increasing fluency and is developing confidence to read aloud. With support, ██████████ can verbally recount a text using newly taught vocabulary. For continued improvement in reading fluency, he is encouraged to read aloud daily. ██████████ spells words with familiar letter patterns and is working on selecting the correct letter combination when spelling new words. Recently, he produced an accurate written description about ants and independently published this on a digital platform.

# Making Reports Objective

- 
1. Describe what the student has done.
  2. Describe what the student can do.
  3. Indicate the criteria by which the student is being valued.
  4. Make comments specific and neutral, not general and partial.
  5. Distinguish between students and their work.
  6. Distinguish between ability and competence.
  7. Acknowledge the growth made.
  8. Avoid pseudo- adjectives.
  9. Focus on the known.
  10. Write with the assessment data at your elbow.

# Dos and Don'ts of Report Writing

## Do

- ✓ Ensure everything you say can be substantiated.
- ✓ Offer a balance, be direct and truthful.
- ✓ Be constructive, not destructive.
- ✓ Report what has happened-eliminate emotive phrases/words.
- ✓ Use a high standard of grammar, spelling and punctuation.
- ✓ Ensure comments match the grade given.
- ✓ Refer to specific examples which demonstrate skill acquisition.

## Don't

- ✗ Give inflated grades.
- ✗ Overuse teacher jargon.
- ✗ Predict the future or make promises.
- ✗ Suggest all improvements will come from work from home.
- ✗ Place yourself at the centre of the child's report.
- ✗ Overuse the terms "however" and "needs to".

## Remember

- Reread all the reports when finished writing them.
- It is perfectly okay to ask for assistance if needed.
- Your reports will be seen by numerous people.





# Department Resources



## Reporting to parents

[Home](#) > [Teaching and learning](#) > [Curriculum](#) > Reporting to parents

### Reporting to parents

Reporting is the process of providing feedback to parents/carers and students about student progress. It is a core responsibility of teachers and a key phase of the teaching and learning cycle. The reporting process is one avenue for teachers to reflect on individual and class achievement and can provide clarity on future directions.

#### In this section

##### Mandated requirements when reporting to parents

About the NSW Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 (CPPAR) policy which outlines school obligations relating to student reporting to parent...

##### Reports requirements

Based on the school's context and student needs, schools can decide on the format of their reports in partnership with parents and carers and the school community.

##### Reporting advice on the syllabuses

Report examples for syllabuses

[education.nsw.gov.au/teaching-and-learning/curriculum/reporting-to-parents](https://education.nsw.gov.au/teaching-and-learning/curriculum/reporting-to-parents)

# Report Writing Guidelines



NEMINGHA PUBLIC SCHOOL

*Community • Opportunity • Excellence*

## REPORT WRITING GUIDELINES

UPDATED 26.04.23.

*A guide to writing academic reports at  
Nemingha Public School*

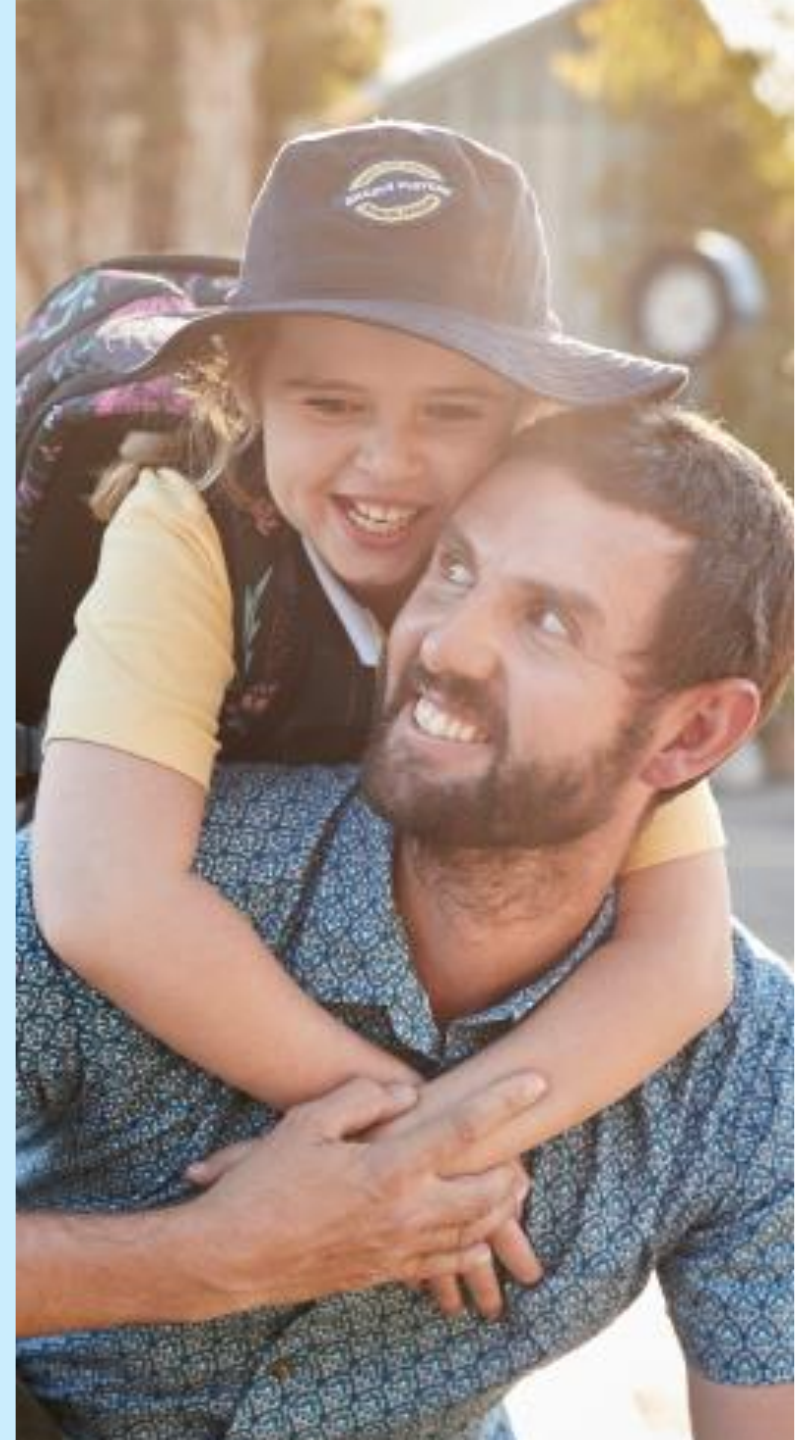


# Reporting and Communicating with Parents in a Secondary Context

TRISH SWINKELS

HT Professional Experience

HT English & EAL/D - Relieving  
Marsden High School



# Value the parent/teacher relationship

**A commitment to strong parent/teacher communication in a secondary context aids the rapport you can build with your students.**

- Touch base with parents early – email, phone, note in a diary, Yr 7 catch up
- Find opportunities to praise – remember strengths & areas to improve
- Avoid ‘stage fright’ and stick to the facts
  - have clear points that you wish to convey to parents written down for discussion
- Be clear, concise and then give parents time to consider and respond

# Give constructive feedback and strategies

## Students know when parents and teachers are working together

- Building rapport with parents helps reinforce the expectations you outline with your students
  - eg. attendance, homework, classwork, achievement of grades
- Be professional and courteous
- Realise you may have different goals
- Document all parent communication and discuss/debrief with a mentor if needed

# Parent/Teacher/Student Meetings

**An effective Parent/Teacher interview can be key to ensuring the learning process is valued both at school and at home.**

- Be well-presented and ready to welcome
- Encourage the student to be part of the conversation
  - direct some of your feedback to the student and some to clarify to the parent
- Be prepared – have a recent task, results, next term's unit outline ready
- Give parent/student time to clarify, query or share concerns
- Take notes to follow up

# Writing Effective Reports to Parents

It is important to consider the audience and purpose of each report. Be sure to provide constructive feedback and use this as an opportunity to communicate clearly with both parents and students.

- Keep it positive and constructive – avoid ‘but’, ‘however’
- Avoid subjective words such as ‘should’, ‘will’
- Use phrases such as ‘is encouraged’, ‘is advised to’
- Keep assessment feedback nearby as you compose reports so you can include specific directives that relate to skill development – do not make specific reference to particular tasks if avoidable eg. ‘...in his recent extended responses...’ NOT ‘... in Assessment Task 3...’

# Reporting Comment Guidelines

## Teacher Comment Guidelines – differ for each school

### Suggested Guide

The teacher's comments on a report should **ideally consist of 3-4 sentences** which address main criteria:-

- 1st sentence - A **positive comment** relating to the **strengths** the student is able to demonstrate in class, assignments, assessment tasks or examinations. It must be about a student's learning. You are not assessing a student's personality.
- 2nd sentence – **Areas for improvement**. This sentence should attempt to isolate a specific area in which the student can improve.
- 3rd and 4th sentence – **How** the student can **achieve** the **improvement goal**. These sentences should provide details as to how that improvement can be made.



# Example using Comment Guidelines

Jane is able to effectively identify language techniques in a wide range of text types as demonstrated in her consistent and valuable contributions to class discussions. To improve, she must develop a broader vocabulary which will allow her to express her understanding in a more sophisticated manner. Frequently reading challenging novels and writing a glossary containing all new words learnt could assist such development. In addition, she should write original sentences with the new vocabulary terms to practise using them in new contexts.

# Exemplar Report Comments



## Yr 10 English

..... is becoming more focussed in class, allowing her to further develop her English skills. Her recent multimodal presentation highlighted a need for ..... to incorporate more persuasive and dynamic presentation skills, such as the use of emotive language and eye contact, to engage her audience. In order to build on her current skills, ..... must exhibit a mature attitude towards her learning and be willing to ask for clarification during class discussions.

## Yr 11 English

...is encouraged to:

- maintain his current diligence in class and continue to engage well with the key concepts within each module
- develop a more sophisticated vocabulary and ensure formal language structures are used in all of his written responses
- develop in-depth textual analysis in order to further demonstrate his understanding of written and multimodal texts.

# Exemplar Report Comments



## Year 7 Mathematics

- maintain his commitment to project work and seek opportunities to further improve.
- actively engage in problem-solving tasks by using numeracy skills to analyse and find solutions.
- apply calculators as a resource to check his computational work and identify errors in his calculations.

## Yr 12 End of School Report

- ..... has engaged well with the course content and is a diligent student who strives to achieve her best. Throughout the Stage 6 English EAL/D course, ..... has shown great dedication to furthering her skills and has utilised peer and teacher feedback to refine her written responses. With an in-depth understanding of the prescribed texts, ..... needs to ensure she consistently responds to the given question and structures her extended responses to convey the strength of her knowledge. I wish ..... every success in the attainment of her future goals.