



# Good Shepherd Catholic School

— Lockridge —

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## COMMUNICATION PORTFOLIO POLICY

### Rationale:

The parent, as the primary educators, has a right to be fully informed of their child's progress at school.

The parent's right to sight and comment on their child's work is unquestioned. The parent may choose to discharge these rights and responsibilities by:

- visiting their child's classroom - outside of teaching time
- arranging for their child to bring home selected books
- monitoring the progress of their child as they see appropriate

The parent has a right to expect, that as a normal practice within Good Shepherd Catholic School that their child's published work and key sample or exercise books, will be commented on by the teacher.

To support the parent in the discharge of their right to be fully informed of their child's progress the Communication Portfolio Policy has been developed. ***This policy will be trailed this year to replace the practice of sending home a portfolio each semester.***

### Principles

1. To assist parents in the discharge of **THEIR** responsibility to monitor their child's progress.
2. To enable the parent informed judgment on their child's progress and how best to motivate their child to achieve the best education possible.
3. To assist the stakeholders (parents, child and teacher) to be fully informed of the individual's progress.

### Procedures

1. At the Parent Information Night held at the commencement of each year, the teacher will inform the parents of:
  - a. How to gain the most from the Communication Portfolio in order to support the child's learning cycle.
  - b. The Communication Portfolio its Aims and Practises including how to complete the Student/Parent Reflection Form.
2. Pieces of work or assessment sent home for viewing are expected to be commented on and signed by the parent and returned to class the next day.
3. Student/Parent Reflection Form  
The form aims to provide:
  - a. the child with an opportunity to:
    - i. Reflect on their work.  
Critical self-reflection is an essential skill to develop if the child is to become an effective learner.
    - ii. Be accountable for their learning and work habits.
    - iii. Discuss their work with their parents.
    - iv. See their parents model the reflective skills.
  - b. The parents with:
    - i. Opportunities to monitor their child's progress and work standard.

- ii. An opportunity to model reflective learning skills with the child.
  - iii. An opportunity to be involved in their child's learning.
  - iv. A vehicle for starting a discussion with the teacher.
4. Communication Portfolio Outline
- a. Learning Area Class Work Samples  
**Year 1 – 6**
    - i. Class work from each Learning Area will be sent home on **TUESDAY** with the Student and Parent Form being completed and returned the following morning, **to avoid disruption to the child's learning.**

1. Religion	Week 1
2. English	Week 2
3. Mathematics	Week 3
4. Science	Week 4
5. Society & Environment	Week 5
6. Health and Physical Education	Week 6
7. The Arts – Art, Drama etc	Week 7
8. Library	Week 8
9. L.O.T.E. – Italian	Week 9
10. Technology and Enterprise	Week 10
    - ii. In addition to 2-a(i)
      - 1. Projects will be sent home for Parental comment and signing upon completion.
      - 2. English
        - a. Published language work upon completion will be sent home for viewing by the parent. The work **MUST** be returned the next day to enable the child's work to be placed on display.
        - b. On average a piece per fortnight will be published.
  - b. Assessments
    - i. Teacher Developed Assessments
 

Upon completion of each test or unit of work the child will be assessed and where possible the Assessment will be sent home for viewing by the parent.
    - ii. Assessment Schedules will be determined by the professional judgement of the teacher and needs of the educational program
    - iii. Standardised Tests
 

Will be administered by the class teacher during the fourth term of each year.  
The child will be tested in:

      - 1. Mathematics.
      - 2. Reading:
        - a. Vocabulary
        - b. Comprehension.

The parents may have access to their child's results via a parent teacher meeting.
  - c. Kindergarten and Pre-Primary
 

Will continue with the traditional work based sample portfolio which will be issued at the end of each semester

5. Administration of the Communication Portfolio

a. In class

i. Tuesday of each week

- 1. The child selects the piece of work, completed since the previous sample, of which they are most proud. Places the sticker provided to assist with locating it to show parents.
- 2. The child completes the self-evaluation section of the Student Parent Form.
- 3. The child brings home the work completed over the previous term in the Learning Area. The work should include Draft and Published work.

- b. Tuesday Evening
  - i. Child shows their parents the piece of which they are most proud and explains their section of the Student/Parent Reflection Form.
  - ii. Child “walks” through their work with their parents.
  - iii. Parent completes their section of the Student/Parent Reflection Form explaining their reasoning to the child.
- c. Wednesday
  - i. The work is returned to school to avoid disruption to the child’s learning.
  - ii. The Principal randomly samples the completed Student/Parent Reflection Forms.
- d. Certain items will be on display, for parental viewing, in the classroom eg. Visual Arts, group projects etc.
- e. Certain items are assessed during teaching time and will be unavailable to the parents eg. Drama, dance etc.