Summary of Visit

Parent maintains a safe environment for the child/ren

- ☐ **Strong:** Provides safe and appropriate emotional boundaries to child during the visit.
- ☐ **Adequate:** Provides safe physical boundaries but not always safe emotional boundaries.
- ☐ **Limited:** No consistent safe physical or emotional boundaries are provided.
- ☐ **Destructive:** Unable to provide safe and appropriate boundaries, does not recognise own limitations and does not accept advice offered.

Comments:..
....
....

Parent models appropriate behaviour, communicates in an age appropriate manner and provides appropriate and stimulating activities

- ☐ **Strong:** Models appropriate behaviour, uses age appropriate communication and provides appropriate activities
- ☐ **Adequate:** Models appropriate behaviour but struggles with communication and activities
- ☐ **Limited:** Does not model consistently appropriate behaviour nor communication nor activities
- ☐ **Destructive:** Rarely models appropriate behaviour, communication or activities and unable to accept or implement advice

Comments:..
....
....

Departure time: Child / parent response during departure ....

Specific considerations:...

Other information:..

NB: This is an amended document based on the Department of Child Safety Contact Supervision Report. The Contact Facilitator would complete a document similar to this one in a Child Education/ Child Protection theoretical Framework.

Report Writing – (Part 1)

In Part 1 of this Tutor Tip you will find out about reports, what they are, their purpose and their structure.
Part 2 will discuss the language features of reports and legal implications.

Author: Anna Thompson

Reports:

Reports are **formal documents** written for a **number of purposes** in the Science, Human Services, Business and other Industries and occupations.

Features of reports

Social Purpose	Genre	Language used
DESCRIBING 'To outline the characteristic features of something'	Description • Objective (for reports)	• Describing • Selecting
INFORMING 'To provide information about the nature of a class of thing'	Information Report • This report is about ….. • Taxonomic (classifying/grouping things): class & sub-class, part & whole • Historical report	• Defining • Classifying • Generalising • Analysing • Exemplifying • Organising • Comparing &Contrasting • Developing technicality
RECOUNTING 'to tell what happened'	Recount: • Objective recount • Personal recount • Empathetic recount • Biographical recount • Autobiographical recount • Historical recount	• Ordering chronologically • Selecting relevant detail • Describing • Indicating a 'point of view/ perspective'
EXPLAINING 'To explain how or why (and in what context) a phenomenon takes place'	• Sequential explanation • Casual explanation • Theoretical explanation • Exploration • Historical account	• Ordering coherently • Identifying cause & effect • Theorising • Generalising • Hypothesising • Inferring • Developing technicality
ARGUING 'to identify and defend a position'	Argument • Analytical (persuading that....) • Hortatory (persuading to…) • Discussion • Debate • Review	• Identifying a position • Analysing • Reasoning • Justifying • Persuading • Comparing and contrasting • Interpreting • Challenging • Critiquing

Purpose of reports:

Reports serve **specific purposes** and are aimed at a **specific audience**. They will contain both **general** and **technical language.**

The most common form of a report is one that **communicates information** based on **research** and **analysis** (interpretation) of data (statistics) and issues. A report will **document the findings** or outcome of a particular task, project, phenomenon (thing) or issue and **use a number of sources** to support the findings such as statistics, data and research.

Some **types of reports** in the workplace include: **case study reports; progress reports; research reports; incident reports; field study reports; comparative reports; quality assurance reports…**

The intention of the report (the purpose) determines the structure and language choices. The **social purpose** of reports **determines the language choices.** These include:

- describing
- informing
- explaining
- Instructing
- recounting and
- observing (see Features of Reports table).

How are reports structured?

Reports are **organized** into sections **according to the purpose.** Reports should follow a **logical, unified and coherence sequence.** Reports are meant to **inform the reader of the facts and findings without arguing or persuading.**

Different workplaces conducting different 'business' will generally have a **template** for workers to complete. This template will usually provide **headings, boxes to 'tick', a section for statistics** (where appropriate). While the **templates will differ,** the structure of a report will generally include the following:

Features of a report

Structure	Report
Title: Indicates the topic of the report	Queensland Council for Adult Literacy Inc. report on the Adult Learners' Week event
Introduction: This will include a general statement and outline of the sections of the report	Report to the Department of Education & Training (DET) on the volunteer adult literacy tutor workshop that was conducted on 4 September 2009 by the Queensland Council for Adult Literacy at the Greek Club and Convention Centre, South Brisbane, and funded by an Adult learners' Week grant.
Purpose: This is the intention of the report. This may be to describe thing/person/issue, examine, review	The Adult Learners' Week (ALW) event was to honour our volunteer tutors and share ideas/resources for teaching adult literacy and numeracy skills
Scope: This will indicate the purpose of the report and outline the source of the 'facts'; the data, statistics, research materials,	The event was planned to meet ALW objectives in two key ways. 1. QCAL would actively promote the event to the public and, by being badged as focusing on adult literacy and numeracy, it would be a means of attracting new learners. 2. Volunteer literacy and numeracy tutors and the work they do in will be highlighted and celebrated.
Background: This will contextualise the report with necessary additional information. The information might include historical/demographic information, biographical.	QCAL wanted to recognise the volunteer tutors who help adult literacy students to gain the particular knowledge and skills in reading, writing and numeracy that will assist them to engage more productively and in a more satisfying way within the community and at work. Secondly, QCAL wanted to acknowledge and share ideas, strategies and resources that volunteer tutors have found to be especially useful in their work.
Process: This is the methodology of obtaining information – how data/statistic obtained. The methods of acquiring the information will form the basis of analysis that will produce conclusion and possibly recommendations	QCAL advertised the event on its website and promoted the event by means of a flyer sent to community literacy groups and via email to community organisations. QCAL liaised with community groups and the Greek Club in planning the event. QCAL invited Di Morgan from Volunteering Queensland to speak at the event and hand out certificates of appreciation to the volunteer tutors. QCAL recorded the number of attendees and retained copies of the teaching resources which were shared. QCAL will report on the event in the next issue of Write On
Conclusions: These are drawn directly from the analysis and relate to the purpose and scope. The conclusion should confirm that the intention has been achieved	The volunteer tutors enjoyed a great morning tea in recognition of their contribution to adult literacy. QCAL would like to thank Di Morgan for her presentation and DET for funding this event.
Recommendations: Future actions are outlined based on the conclusions drawn from the analysis. Informed recommendations are useful for decision making	It is recommended that QCAL encourages more attendees at QCAL events through closer liaison with community literacy programs and regional DEEDI officers.

Reports are common in Nursing, Childhood Education, and Psychology. They will often require **analysing observations of events, situations or people WITHIN A THEORETICAL FRAMEWORK.** These might include a **developmental report** of a child in childcare, **an observation report** of a supervised visit between a child and non-custodial parent in the context of a contact visit, **progress notes** of a resident in a residential aged care facility, or **case notes** of a family support visit.

While the **subject matter in the above reports will be considerably different, the process of writing any of the above reports will require:**

- Observation and accurate record of all aspects of the situation
- Analysis of the observations for meaning – what is happening/what does this mean/what does it relate to
- Relating observations to the aims of the report
- Observation, record and analysis in the context of a theoretical framework.

Sample report template:

Child Supervision Report

Date: ....Venue:...

Family Name:...

Names of other persons attending visit: ....

Facilitator's Name: ....

Scheduled Visit Time:..

Carer arrival time: (Note if carer late; gifts, food, drink provision brought) ....

Parent arrival time: (Note if parent late; gifts, food, drink provision brought)...............

Children/s first response to parents:..

Parent's first response to children: ....