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 recognize 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:.................................................................................................................................

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
**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 coherent 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

<table>
<thead>
<tr>
<th>Structure</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Indicates the topic of the report</td>
</tr>
<tr>
<td><strong>Introduction:</strong></td>
<td>This will include a general statement and outline of the sections of the report</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>This is the intention of the report. This may be a description/ observation of the purpose of the report and outline the source of the ‘facts’; the data, statistics, research materials, or background.</td>
</tr>
<tr>
<td><strong>Scope:</strong></td>
<td>This will indicate the purpose of the report and outline the source of the ‘facts’; the data, statistics, research materials, or background.</td>
</tr>
</tbody>
</table>

### Example report:

**Queensland Council for Adult Literacy Inc. report on the Adult Learners’ Week event**

**Introduction:**

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.

The Adult Learners’ Week (ALW) event was to honour our volunteer tutors and share ideas/resources for teaching adult literacy and numeracy skills.

**Purpose:**

This event was planned to meet ALW objectives in two key ways:

1. QCAL would actively promote the event to the public and, by being backed 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 it will be highlighted and celebrated.

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.

**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:** .................................................................