



'Quality Education in a Friendly, Caring and Supportive Environment'

Reporting Policy

Rationale:

Reporting explains to the student, parent and the teacher *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers. It accurately determines areas of individual achievement and future learning opportunities.

Implementation/ Procedure:

- Our school reports student achievement against the Victorian Curriculum to the students themselves, parents, other teachers and schools, School Council, and to the Department of Education and Training (DE&T)
- The school will use uEducateUs as the main tool to provide the school community with ongoing online access to semester reports, enhancing increased opportunity for communication and feedback.
- Staff will participate in moderation and professional development involving assessment maps and annotated work samples so that they can apply consistent judgements of student progress against the Victorian Curriculum Standards.

SEMESTER REPORTS

- Semester Reports are made available to parents/carers twice per year through uEducateUs.
- Each Semester Report must show actual individual student achievement *in relation to the standard of achievement expected of that student's year level cohort*. This is done through a graphic representation of student achievement in relation to the age expected level of achievement.
- Semester reports will include:
 - Reporting on Victorian Curriculum standard 'Dots',
 - Reporting on Attitudes and Behaviour
 - A comment for what the child has achieved as well as next steps for future learning.
 - Record of attendance

The Foundation Stage (Foundation–Year 2):

- Report twice per year on student achievement against the set of achievement standards of only five curriculum areas of the Victorian Curriculum F–10; English, Mathematics, Health and Physical Education, The Arts and Personal and Social Capability.
- Science achievement standards can be reported on earlier than Year 3 if this is relevant to the teaching and learning program for the Foundation stage (Prep–Year 2).
- Other Curriculum areas can be reported on if relevant to Curriculum delivered.

Year 3 to Year 6:

- Report on student achievement against the set of achievement standards set out in the eight learning areas and four capabilities of the Victorian Curriculum F–10.
- English (Speaking and Listening, Reading and Writing) will be reported on twice per year.
- Mathematics will be reported on twice per year. The strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability, will be all be reported on twice a year.
- Science will be reported on yearly.
- All other curriculum areas and capabilities must be reported on at least once in each two year band of schooling in line with the teaching and learning program.

Specialist subjects (Music , Art, Health, Chinese and Physical Education):

- Curriculum areas will be reported twice per year.

PORTFOLIOS

- The school will provide parents and carers with access to student work samples and assessments, including evidence of student learning and progress, through Learning Portfolios that will be sent home at the end of each term.
- Evidence of students learning and ability in Literacy, Numeracy should be made at least twice per term.
- Specialists will provide one Portfolio piece per child per term.
- The opportunity for parent feedback will be available in portfolios at the end of each term.
- Evidence of student self-reflection will be evident in learning folders, portfolios or individual tasks.

INDIVIDUAL LEARNING PLANS

- The classroom teacher will develop Individual Learning Plans/Maps for all students in their class to foster greater ownership and voice throughout the learning process.
- For at risk students, (6 months or more below expected Victorian Curriculum levels or 6 months or more above expected Victorian Curriculum in English and Mathematics) learning plans will be implemented as per Department policy and template. Progress towards Individual Learning goals will be evaluated and reported on by Student Support Groups or in teacher/parent conferences.
- Students for whom English is a second language will have their progress in English reported against the EAL Companion to The Victorian Curriculum.
- The school will assess and report the achievements of students with disabilities and impairments in the context of levels A - D in the Victorian Curriculum. Student Support Groups will develop Individual Learning Plans containing learning goals and teaching strategies. Progress towards individual learning goals will be evaluated and reported by Student Support Groups.

STUDENT/TEACHER/PARENT LEARNING CONFERENCES

- Twice a year, formal Student/Teacher/Parent Conferences will be offered – including an introductory ‘meet and greet’ in term one to establish learning goals and one interview after the publication of Semester 1 reports. Additional conferences and/or Student Support Group meetings can also be organized as the need arises.

NAPLAN (National Assessment Program: Literacy and Numeracy)

- Years 3 and 5 will participate in the National Assessment Program: Literacy and Numeracy (NAPLAN) to gain information for staff, parents and students on students’ progress and this report will be made available to parents in hard copy and on UEducateUs.

This policy was last ratified by School Council in July 2021. Date of next review: July 2024