

Reporting Policy

Status: Review, May 2015
Education Sub-Committee

Rationale:

Effective learning is a collaborative process between the school, the parents and the student. For this to be successful all parties need the opportunity to participate in the process of learning. The outcome will be an exchange of shared knowledge and ideas about a child's strengths, interests and areas for development so that consistent and realistic goals and strategies can be formulated and monitored and achievements celebrated.

Please read in conjunction with the RHPS Assessment Policy.

Aims:

- To establish effective and reciprocal reporting procedures on student's progress within the school and home environment.
- To encourage open, honest and supportive communication between student, parent, teacher and any other interested group.
- To develop goals and strategies for each individual student which enhance, engage and extend on their learning opportunities.

Guidelines:

- AUSVELS – Australian Curriculum.
- Use the Compass Learning Management System to record students' achievements against all AusVels domains and generate the Student Report using the standards and progression points.
- DET Assessment and Reporting advice
- RHPS Report writing guidelines.

Implementation:

- Teachers will gather assessment data based on observations, testing and anecdotal records to provide accurate evidence of the child's progress.
- The school will provide opportunities for regular personal interviews to monitor and review the child's progress in social, emotional, physical and academic development - Specialist teachers will make themselves available on request.
- Student reports will include assessments against state-wide academic standards and show progression over a period of time.
- Reports will incorporate strengths, areas for development, interests, personal qualities and foster a sense of success, self esteem and personal responsibility.
- The regular reporting program will include
 - Term 1 – Introductory interviews (Getting to know You)
 - Term 2 – Written reports followed by interviews on request
 - Term 3 – Student Led Conferences – including child, teacher and parents
 - Term 4 – Written reports, NAPLAN results supplied to parents (years 3 and 5)
- In addition to formal planned reporting, a needs-based, open-door system will be encouraged.
- Verbal reports will be provided when requested by a parent or teacher.
- Individual portfolios – paper/electronic will be developed and maintained by the student in consultation with the teacher and sent home in Semester One and Semester Two.
- All reporting will be sensitive to gender, culture, language, physical or learning difficulties and/or socio-economic status.
- A collaborative partnership will be formed with parents so that when any immediate concerns arise, they will be addressed either by phone or letter and not left until report time.
- The school will act as a resource for parents – providing ideas, assistance and referrals to parents when needed.
- Individual Learning Plans (I.L.Ps) will be developed where necessary and shared with parents each semester.
- The school will assess the achievements of students with additional needs in the context of AusVels.
- Appropriate training will be provided to teachers to ensure appropriate understanding of annotated work samples and Compass Learning Management Software.
- Information will be provided to parents to ensure they understand AusVels and the Compass Learning Management System.

Evaluation:

The Reporting Policy will be reviewed annually with a major review undertaken every 3 years by the Education Sub-Committee of School Council.

References:

<http://www.education.vic.gov.au/studentlearning/studentreports/default.htm>
<http://www.education.vic.gov.au/school/teachers/support/pages/studentreports.aspx?Redirect=1>
<http://www.education.vic.gov.au/school/teachers/support/pages/reportcards.aspx>