
Reporting Policy



Let Your Light Shine

2016
to be reviewed
2018

RATIONALE

Catholic schools in the Diocese of Maitland-Newcastle seek to recognise the individuality and dignity of young people and foster the development of each one's unique potential and spirituality. (A vision Statement for Catholic Schools, 2002)

The school community of St Francis Xavier's Belmont gives children opportunities to grow and develop by providing quality teaching/learning activities.

The family plays an invaluable role in the education of children and thus need to be informed of progress, areas of strength and those in need of improvement and suggestions for ways in which enrichment and/or support can be provided.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process (*Principles for Assessment to NSW Government Schools 1996*). It uses a range of formal and informal strategies, to provide students, parents and teachers with accurate and relevant information about student achievement and progress.

St Francis Xavier's recognises the important partnership that must exist between home and school. Comprehensive and regular reporting to parents (both formally and informally) is essential for supporting parents to guide their child's learning and educational choices. Reporting to parents is crucial in building a culture of accountability and shared responsibility within our school community. It is therefore important to be as accurate and as informative as possible.

AIMS

The reporting process is an integral part of the Teaching and Learning cycle. This reporting policy aims to:

- reflect Australian Commonwealth funding requirements, Board of Studies and Diocesan directions and requirements
- ensure a whole school approach in collaboration with the parent body

St Francis Xavier's Primary School will ensure that reporting practices include:

- advice to parents about processes and procedures.
- written reports to parents at least twice annually, followed by an opportunity for interview.
- information regarding student attendance.
- student achievement relative to specific learning standards using grades A to E, determined by the educational authority (Board of Studies NSW) for each KLA (primary) and for religion (A-E).
- student achievement information in relation to strands, syllabus standards and Stage Statements.
- student achievement comparative to the student's peer group using the number of students achieving grades A to E, which must be made available to parents on request.
- feedback about student social skills, work habits, effort and application.
- written comments regarding performance in Religion, English and Mathematics.
- written general comments.
- information regarding student achievement in the NAPLAN Tests in Years 3 and 5.
- opportunities for students with special needs, in consultation with parents/caregivers, to receive the most appropriate report to describe student achievement and progress.

To meet Australian Government funding requirements, since 2006 student reports provided to parents by all schools are obliged to describe student achievements using a common grade scale, A to E. These grades are related to clearly defined performance standards. It is important to

emphasise that the common grade (A-E) is applied at the time of reporting only to best match the level of student achievement related to curriculum coverage.

Critical to this model is quality assessment practice which links syllabus standards (what is to be learned) and performance standards ('how well' or the level of achievement). The A-E grade summarises the assessment data collected over time and in varied contexts (additional information is provided in Assessment Policy).

IMPLEMENTATION

The computer generated report provided for use by the CSO is prepared for St Francis Xavier's Primary School by the Assistant Principal and is available for use early Term 2. This information is accessed using Staff Drive in a folder titled School Reporting System.

Semester 1 School Reports are scheduled to go home in the 2nd last week Term 2. Semester 2 School Reports are scheduled to go home in the 2nd last week Term 4. Included with the school report will be a formal invitation to attend a parent / teacher interview. In some cases a teacher may request an interview.

Formal interviews are held in the last week of Term 2 and 4, however parents and teachers are encouraged to make interview appointments whenever they feel it necessary.

Assessment of student achievement must be reported to parents using the Common Grade Scale (A-E). Appendix 1 provides a useful insight into reporting student achievement.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Reporting Responsibilities

PERSONNEL

Teachers will:-

- provide regular assessment opportunities for students over the semester in each KLA (see Assessment Policy 2014).
- collaborate with grade partners and stage colleagues to ensure consistency of teacher judgement.
- implement the [primary school report](#) (see Appendix 2) developed by the CSO for all Diocesan schools. Specifically, the Kindergarten Report, without A-E grading, or the Year 1-6 report, using A-E grades.
- notify the Principal of any students with special needs, potentially exempt from the report. An interview with parents is arranged to discuss options and alternatives for these students.
- involve input from the Learning Support Teacher, ESL Teacher, Teacher Librarian and Aboriginal Education Teacher as appropriate.
- use assessment data gathered during the semester to complete student reports using the Common Grade Scale.
- will provide an opportunity to parents for an interview. (see Appendix 3)
- provide meaningful feedback to parents that clearly outlines what their child can do, what they are having difficulty with and how they can improve.
- engage in professional dialogue with colleagues at this school and diocesan schools to establish common understandings.

The Executive will:-

- monitor practices in relation to this policy.
- ensure all staff know how to access and use the reporting program (see appendix 2)
- monitor the storage of data and records.
- ensure reports are sent home with children in an addressed / sealed envelope.
- provide information regarding the distribution of grades (represented by the number of students achieving grades A-E) and distribute to any parents who request it. (Assistant Principal)
- prepared the interview schedule for all classes. All families are provided with a copy of the interview schedule. (Principal)
- place a signed copy of the report summary in the student record card.

**Parent/Teacher interviews are conducted during class time (RFF), before and after school.

Procedures

Formal school reports are sent home at the end of semester 1 and semester 2. Formal interviews are held the week after reports go home. If this is not convenient for parents or teachers then another time is to be scheduled at the earliest convenient time. Parents are encouraged to make interview appointments if they need to discuss issues relevant to their child's progress outside of the reporting period.

BUDGET

To set an appropriate amount from within the school budget that will ensure the effectiveness of this Assessment Policy.

EVALUATION

This policy will be reviewed in 2018 then every three years after that or as required by CSO or Board of Studies amendments.

Appendix 1

REPORTING STUDENT ACHIEVEMENT

Schools should utilise a range of strategies to report student achievement. No single strategy can capture the whole picture of students' abilities. The provision of meaningful feedback, in formal and informal ways, allows students and parents to gather information that acknowledges what the student has learned and achieved and identifies areas of weakness for further development. These strategies should include:

- Informal communication such as student diaries, work book, telephone or email
- Formal opportunities for discussion, such as parent/teacher meetings, parent/teacher/student meetings, information sessions
- Samples of student work such as classroom work samples, portfolios, performances, projects and products
- Written reports such as reports that are issued according to diocesan requirements and any additional written information

Informal communication allows for immediate and regular interaction between parent and teacher. This opportunity provides another means for meaningful feedback regarding student learning and progress. School/home communication conveys to parents that their role in the learning process is valued and welcomed.

Formal opportunities for discussion are important as they provide an avenue to engage in a conversation regarding what students should know and be able to do, as well as what they have accomplished.

Parent/ teacher meetings:

- provide an opportunity for parents to discuss the progress and learning of their child
- can be initiated by teachers or parents
- are by appointment, private, well-structured, and provide parents with an opportunity to discuss key information
- can provide opportunities for parents, teachers and students to discuss examples of work to explain the student's progress
- seek to plan and set goals for how the student's future progress will be supported by the teacher, parents and student

Samples of student work provide evidence of judgements of student achievement. They allow parents to see their child's achievement and progress over time. Work samples including projects, debates, speeches, experiments, classroom work books, digital presentations and portfolios are ways that teachers gather evidence on the full range of learning outcomes. These should form a legitimate part of the reporting process.

Written reports, according to Commonwealth mandatory requirements, must be confidential and provided to parents twice annually using plain language that is readily understood by the parents. They must specify for each program year, relative and comparative reporting of a student's progress and achievement.

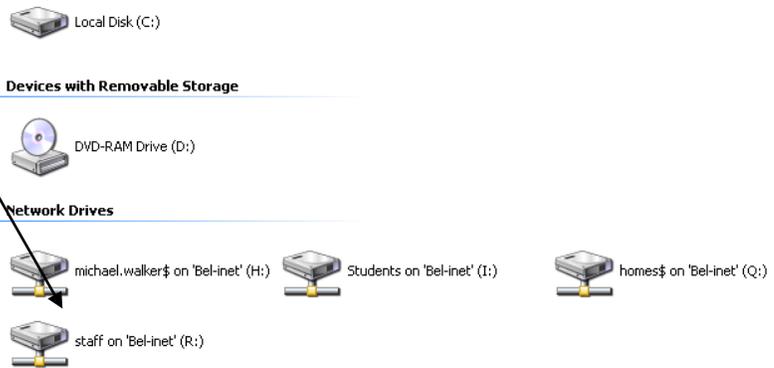
Appendix 2

Instructions for accessing school reports:

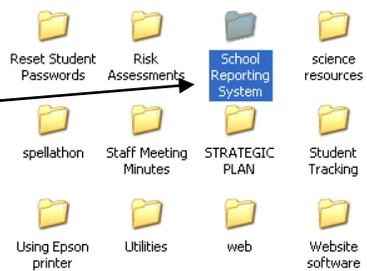
1. Click on start (bottom left corner)
2. Then click on 'My Computer'



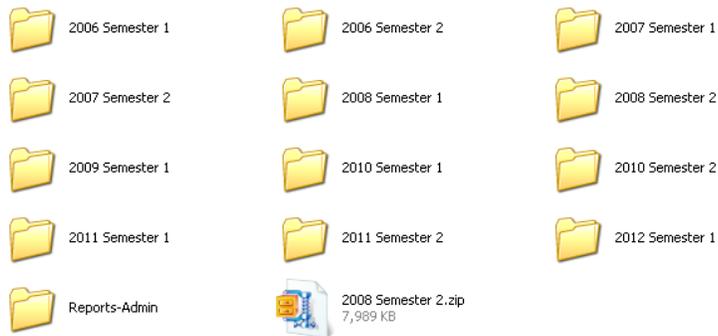
3. Open 'staff on Bel-inet(R)'



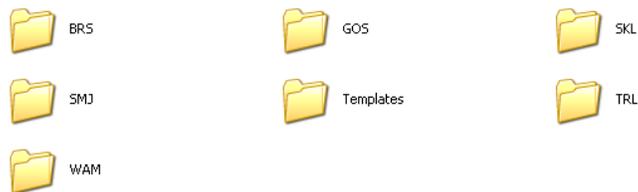
4. Open the 'School Reporting System' Folder



Open the appropriate Year and Semester Folder



Open your class folder



Open the 'Primary School Reports' File



Make sure the Teacher Code, Semester, and Year are correct then press continue.

Reports System

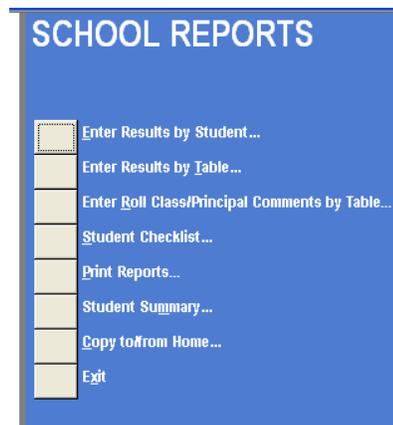
Teacher Code:

Semester:

Calendar Year:

Design and Development by CSO Diocese of Maitland-Newcastle v2.7

You will now be in the program.
To enter student results click either the first or second button.
If you need assistance ask a member of the executive.



Appendix 3

YEAR _____ INTERVIEW SEMESTER _ 201_		
TUESDAY 23.06.2015	TIME list preference 1 2 3	
8:00 - 8:15		PARENT'S NAME:
8:15 - 8:30		Most Accessible Contact Number:
8:30 - 8:45		CHILD'S NAME:
8:45 - 9:00		AREA/S FOR DISCUSSION In the space below could you please indicate if you have anything specific you would like to discuss at the Parent/Teacher Interview.
9:00 - 9:15		
9:15 - 9:30		
9:30 - 9:45		
9:45 - 10:00		
10:00 - 10:15		
10:15 - 10:30		
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4:00 - 4:15		
4:15 - 4:30		
4:30 - 4:45		
4:45 - 5:00		

PLEASE RETURN ASAP

