



# Reporting Policy

## **Rationale:**

Schools have a mandatory requirement and ethical obligation to accurately and comprehensively report learning progress to students and families against national and state-wide standards.

Effective reporting practices will serve to both report learning achievements and to articulate the next stage of learning for students. Effective reporting helps to build collaborative home-school partnerships that support learning.

This policy explicitly addresses the formal reporting processes and procedures at Holy Spirit of:

- Written reports
- Family Conferences
- Portfolios (digital or ‘hard-copy’ work samples)

## **Aims of Policy:**

- To report student performance in a clear, accurate and comprehensive format
- To enhance student learning by accurately determining areas of future need, as well as areas of current performance
- To meet the National, State and CEVN requirements for reporting to families
- To ensure that reporting practices and processes meet the needs of and respond to feedback from our community
- To provide support to staff to ensure that reporting practices and processes are effective

## **Elements of this Policy:**

- A) General Principles
- B) Written Reports
- C) Family Conferences
- D) Portfolio/Work sample Assessment
- E) NAPLAN Testing

## **Implementation:**

### **A) General principles**

- We acknowledge that there should be ongoing communication about a student’s progress and his/her next stage of learning to families and the student themselves as part of a regular cycle of ongoing feedback. This feedback can be formal, as in the processes set out in this policy, or more informal, such as (but not limited to) regular ‘chats’ or corrections on work.
- Each formal reporting practice at Holy Spirit has an element of student self-reflection. We understand that building students’ capabilities to assess their own learning and to articulate what their next stage of learning is has a powerful impact on learning outcomes.



## **B) Written Reports**

Each year our school will provide parents with two written student reports indicating their child's academic progress against the Victorian Curriculum standards.

The written reports are consistent with the National, State and CEVN requirements.

The report will consist of:

- A progression mark (grade) for English, Mathematics and other applicable curriculum areas (as determined by our biennial curriculum cycle)
- A progression mark (grade) and comment about a students' achievements in Religious Education
- Written comments that include an overview of students' key achievements across different learning areas and capabilities, as well as an indication of the next stage of learning for each student
- An indication of the curriculum content and level of achievement for each specialist subject
- A student self-reflection

Students for whom English is an additional language will have their progress in English reported against the English as an Additional Language (EAL) developmental standards (Australian Curriculum/Victorian Curriculum).

Students with identified learning disabilities may, after consultation with a parent/guardian, receive a modified report.

Written reports will be personalised as much as is practicable.

Staff will be supported to moderate and apply consistent judgements of student progress against the Victorian Curriculum standards across the school through (but not limited to):

- opportunities to work in teams to moderate students' work
- use of annotated work samples and assessment maps
- collaborative analysis of evidence with curriculum leaders

Written reports are of a high professional standard. Processes for review and editing will be planned for and communicated to staff.

Where the need arises, staff will be provided with opportunities for support and/or learning around the area of report writing.

The student reports are generated using nForma software.

Copies of reporting data are stored on the nForma server (offsite) and on the Admin server.

Parents may request a summary of year level grades, as per regulatory requirements.

## **C) Family Conferences**

There are two formal opportunities for families and teachers to meet each year.

A family conference will provide opportunities for:

- reflection on student achievement/learning progress and evidence of learning
- parents/carers to ask any questions and clarify any aspects of the learning program or written report
- joint formulation of learning goals for future learning
- discussion of things that families can do at home to support the student's goals

For families with students identified as having additional learning needs, a separate Program Support Group (PSG) meeting will take place, which can take the place of a Family Conference.



Families are not limited to the two formal meeting times to meet with teachers and will be encouraged to make further appointments to discuss any issue as it arises, if required.

#### **D) Portfolios/Work sample Assessment**

A collection of work samples will be created for each student, collated in a hard copy or digital 'portfolio'. This will contain work across different learning areas and aim to be an example of a student's achievements and progress across a school year.

It will contain examples of work from the core learning areas of English, Mathematics, Life/Faith Inquiry, as well as specialist subjects, where practicable.

The portfolio will provide evidence of student learning that supports grading and comments in the written report.

The portfolio may be in a 'hard-copy' or digital format including (but not limited to) a website/blog or third-party software, such as *SeeSaw*.

#### **E) NAPLAN Testing**

The school participates in the NAPLAN national assessment program.

A copy of an individual's achievement in these tests is provided to parents/carers in Years 3 and 5 each year.

#### **Evaluation:**

The Reporting Policy will be evaluated and reviewed as part of the 4 year School Review cycle or as required. Staff, parents and students will be part of this review as is necessary and relevant.

Date of last review: October 2016