



STUDENT REPORTING

POLICY

This Policy should be read in conjunction with the EAL and PSD Student Reporting Policies

Rationale:

Student report cards are used in all government schools to report student achievement in Years Prep to 10. All government schools are required to issue the report cards to parents twice a year and to offer interviews to parents to discuss their child's progress at least twice a year.

Report cards provide parents with clear, comprehensive and consistent information about their child's progress in Years Prep to 10, as well as suggestions on how they can best support their child with their learning.

Aims:

- To communicate assessment of student learning to children, parents/guardians & staff
- To develop a cumulative record of student progress
- To clearly communicate achievement of students
- To provide recommendations that assist students' future learning
- To develop communication between parents/ guardians, school personnel, teachers and students concerning students' progress
- To promote a positive attitude to learning and pride in personal achievements.

Implementation:

Student report cards will include:

- a graphical representation that shows achievement against the expected AusVELS during the reporting period
- a five-point A-E scale indicating achievement against the expected standard at the time of reporting. This scale indicates if a child is well above, above, at, below or well below the standard expected at the time of reporting

Student reports will provide the following key information:

- *Clear information on what the student has achieved* - this section of the report focuses on each student's progress on the basis of assessment evidence gathered by the teacher over a semester
- *Suggestions for areas of improvement the student should work on next* - this section of the report focuses on future learning to be addressed in the following reporting period.
- *Information on how the school will help the student to improve* - this section of the report makes recommendations for actions to be taken by the school to help the student's future learning.
- *Suggestions on how parents can help the student to improve* - this section of the report suggests specific ways in which parents can support the student, taking account of the areas for improvement or future learning.

Teachers will make informed, on-balance judgments against the achievement standards and student reports will reflect student achievement at this point in time.

Teachers will use the *Woodville Style Guide to Report Writing* to ensure consistency of reporting across the school.

Reporting will take place regularly throughout the year. Methods will include:

- Parent teacher and/or Student led conferences at least twice a year in Term 1 and Term 3
- Written reports – at the end of Term 2 and Term 4
- Information sessions at the beginning of each school year
- ILP reviews as determined by the child’s progress and the classroom teacher and parents
- Student Support Group meetings for students on the PSD program

EAL students:

The [English as an Additional Language Companion to AusVELS](#) (the EAL Standards) should be used to assess the English language learning progress of EAL students.

Refer to [EAL Student Reporting Policy](#)

PSD students:

Teachers, the PSD Coordinator and the student, if deemed appropriate, will work with parents in Student Support Groups to determine the most appropriate report for the child. This may be:

- Mainstream report in all areas
- ILP Learning Goal report in all areas
- A combination report

Refer to [PSD Student Reporting Policy](#)

The school will administer English and Numeracy on Line interviews and NAPLAN annually as mandated in DET Policy and Federal Law – *Schools Assistance (Learning Together—Achievement Through Choice and Opportunity) Act 2004 Act No. 135 of 2004 as amended* <http://www.comlaw.gov.au/Details/C2011C00334>

Evaluation:

- This policy will be reviewed as part of the school’s three-year review cycle.

This policy was last ratified by School Council in....

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