

REPORTING POLICY

PURPOSE:

To report student performances accurately and comprehensively to establish recommendations for their future learning

To establish and maintain open communication between home and school through the use of accurate and comprehensive reports related to student performance

To provide processes for identifying areas whereby students may require additional assistance with their learning

GOALS:

To report student performance accurately and comprehensively using plain speaking English statements

To improve student learning and achievement by accurately determining areas of future need for those learners identified as requiring additional assistance for both support and extension.

To inform parents/guardians exactly how students are performing against standards such as Victorian Curriculum, National and Australian Curriculum, NAPLAN Hot Dots and through the use of EAL judgements for students who are assessed as English as Another Language learners.

GUIDELINES:

Baden Powell P-9 College will ensure that written reports, interviews, individual learning plans, behavioural management plans, communication books, student diary comments, telephone and email communications are honest, accurate and constructively support and inform all stakeholders

Two written student reports will be provided for parents annually

If required and upon notification by parents, two sets of reports will be provided if circumstances require this to be the case

Parents will be provided with the opportunity to participate in at least one formal interview related to the student report each year

Student led conferences may be conducted in senior classes and possibly at other levels (at teacher discretion)

This policy was approved by College Council in September 2019

Parents will be provided with opportunities to participate in additional interviews and/or discussions related to student learning and/or behaviour by arranging an appointment with relevant teachers

IMPLEMENTATION:

Student reports will include:-

- A summary of the curriculum program for the designated class
- Student achievement in relation to the Victorian Curriculum and teacher judgement
- An indication of students' strengths
- An indication of any areas requiring additional assistance
- Suggestions for support and/or extension strategies
- Future learning goals
- Comments related to attitude, behaviour, social skills and extra curricula activities (if deemed appropriate)
- Student attendance data

Individual Learning Plans (ILPs) and Behaviour Management Plans (BMPs) will be provided for students identified as 'at risk' of not achieving the expected level of achievement, which includes students performing below the expected level of achievement. ILPS will be used for students who are performing well above expected outcomes, showing talent and giftedness.

These ILPs and BMPs will include:

- A meeting with parents, teachers (and consultants if necessary)
- A general report of the student's current performance by the teacher
- A general report of the student's current performance by the parents
- The setting of achievable short term learning/behaviour goals for the student
- The setting of achievable long term learning/behavioural goals for the student
- Strategies for supporting the achievement of the learning/behavioural goals in the classroom program
- Strategies for supporting the achievement of the learning/behavioural goals through activities at home
- Regular review of the I.L.P and B.M.P (e.g. each term)

School Based Assessment (SBA) students will undertake School Based Assessment tasks every year that will be used by the teacher to inform teaching and learning opportunities within the classroom.

Students in Years 3, 5, 7 and 9 will participate in the National Assessment Program- Literacy and Numeracy (NAPLAN) which tests skills of students in English and Mathematics against Australian Curriculum framework. Results will be shared with parents, with the provision of time for parents to discuss student achievement if deemed necessary.

Staff will participate in whole school professional development and team based professional learning groups to make consistent judgements through moderation and shared understanding of the skills and behaviours related to student achievement and outcomes.

EVALUATION:

- Survey parents and staff
- Parent/student feedback to reports
- Parent/student feedback to interviews

- This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2020 or more often if necessary due to changes in regulations or circumstances.