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Reporting Policy

Policy Number:	RepP.1.2.
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Policy Contact Officer:	School Principal – Brendan Kiely
Related Documentation:	

Rationale:

At St Joseph's Primary Wauchope, we use assessment to measure learning and inform future planning for individual students and the whole school. These assessments are used to report student achievement.

Scope

Assessment is a tool for reporting, monitoring and mapping trends both of individual, class and school achievements.

At St. Joseph's Wauchope, assessment:

- Provides students with an opportunity to produce work that leads to development of their knowledge, skills and understanding.
- Is a tool **of** learning, **as** learning and a tool **for** learning.
- Enable future planning in an ongoing process to provide an individualised and whole school approach to learning.
- Be inclusive of all students and their preferred learning styles.
- Develop reflective and evaluative behaviours in both students and teachers.
- Cover a range of strategies including self and peer assessment.
- Provide evidence of achievements for report writing and grading.

To ensure the implementation of this policy, St Joseph's teachers will strive to:

- Provide assessment **for** learning and sit it at the forefront of all planning.
- Provide ongoing assessment **as** learning throughout the duration of a unit.
- Provide summative assessment **of** learning at the end of a unit.
- Provide an agreed understanding of purpose of the assessable task.
- Provide a progression of difficulty in all tasks throughout the stages.
- Provide assessment tasks within the context of everyday classroom activities as well as planned assessment events.
- Provide both anecdotal and formal assessment measures.
- Employ a range of assessment styles to inform their reporting applicable to both the KLA and the individual child.
- Follow the standardised assessment calendar for their grade.
- Provide differentiated assessment tasks that cater for individual student needs.
- Provide feedback to students of their learning achievements.

Reporting

Reporting provides information both formally and informally about the process of student achievement. The information is for the benefit of parents, teachers, students and the wider community.

Effective Reporting

- Provides a number of purposes to a variety of audiences such as students, parents/caregivers, teachers, the school and wider community.

- Provides a diagnosis of areas of strength and need, including those in which the student may be given additional support.
- Is clear and appropriate to the audience.

Procedures

Reports can be spoken or written. At St Joseph's Wauchope, we report to parents formally 3 times a year.

Term 1:

Best Start Interviews (Kindergarten Families Only)

- (Kindergarten parents receive feedback from their child's Best Start Interview and Assessment).

Term 2:

Half Yearly Reports

- Reporting is directly related to assessment, which is related to learning. It also involves reporting on strategies as well as knowledge and understanding.

Parent Teacher Interviews

- Parent- teacher Interviews will be offered in Term 2 each year.

Term 4:

Yearly Reports with optional interview

- At any time during the year a teacher or parent may request an extra interview formally or informally.
- Reporting is directly related to assessment, which is related to learning. It also involves reporting on strategies as well as knowledge and understanding.

General Reporting Requirements

The written report for each student will:

- Be issued at the end of each semester in the school year.
- Use plain English
- Provide information on a students' learning in each Key Learning Area.
- Include teacher comments that identify areas of strength and areas for further development.
- Not publish publicly the performance of individual students relative to the rest of the cohort. This information will be available to parents if requested.
- Provide information about the student's personal and social development and work habits.
- Include an offer to parents to arrange an interview with the teacher to discuss the report in order to support the student's progress at school.
- Use a Common Grade Scale introduced by the Federal Government in 2006 and states achievement grades for Years 1 to 6 in the following manner:
- The student has **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**.
- 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 in **most situations**.
- 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.
- The student has a **basic** knowledge and understanding of the content and has achieved a **limited level** of competence in the processes and skills.

- The student has an **elementary** knowledge and understanding in a few areas of the content and has achieved **very limited** competence in some of the processes and skills.

Kindergarten Reporting

Kindergarten students will not be graded A-E.

Kindergarten students receive a written report based on the three levels of achievement:

- Working Towards
- Working At
- Working Beyond

Comparative information will not be available to parents.

Students with a Verified Disability

Funded students are given the option of receiving a Common Grade Report or an individualised report based on needs identified within their IP.