

Rosary Park Catholic School Branxton



Reporting Policy

APPLICABLE TO	All teaching staff
DOCUMENT OWNER	Rosary Park Catholic School Branxton
APPROVAL DATE	March 2018
APPROVED BY	Rosary Park Catholic School Executive Team
LAST REVIEW DATE/S	February 2016
NEXT REVIEW DATE	January 2021 or as needed
RELATED DOCUMENTS	All KLA Policies, Assessment and Gifted & Talented Policies, CSO Reporting Policy (2007).

Purpose

This Reporting Policy aims to support teaching staff in implementing NSW Education Standards Authority (NESA) curriculum, assessment and reporting requirements within a Catholic school context.

Policy Statement

As teachers in Catholic schools, we have a responsibility to the children to ensure quality Teaching and Learning Programs within a supportive Christian environment. Rosary Park Catholic School provides relevant, meaningful and appropriate learning experiences for each child, ensuring individuals are recognised by considering needs, talents and gifts when planning and implementing teaching and learning opportunities.

Definitions

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. Reporting uses a range of formal and informal strategies, to provide students, parents and teachers with accurate and relevant information about student achievement and progress. 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.

Scope

This policy and related procedure relates to all Rosary Park teaching and executive staff.

Guiding Principles

Responsibilities

PRINCIPAL

- Maintaining and storing relevant current and past reporting records and policies.
- Ensure that all teaching staff understand and implement the Policy and associated procedures

The School **Compass Reporting Administrator** is responsible for

- Setting up student data for staff to report on Compass
- Communicating with staff and relevant CSO personnel on issues arising from School Report administration

TEACHERS

As part of the teaching and learning cycle, teachers will be responsible for determining report grades and reporting these grade to parents twice per year through formal school reports.

Teachers will:

- Meet NSW Education Standards Authority (NESA) and system requirements (see Programming Policy 2016 Assessment Policy 2016 and Reporting Policy 2016)
- Provide quality learning and assessment experiences that assist students in achieving syllabus standards
- Ensure that professional judgements made in student reports are based on sound assessment experiences and evidence gathered over a period of time
- Gather enough evidence of student achievement across all KLAs to determine grading A-E at a point in time
- Use assessment for learning and assessment of learning to determine grades A-E
- Provide open-ended and challenging opportunities for students to demonstrate all levels of achievement
- Determine how well the student has achieved in relation to syllabus standards and expectations
- Plan assessment opportunities that meaningfully relate to the syllabus standards
- Ensure that comments made about student achievement, work and learning habits and social development are written in a constructive, professional and non-personal manner
- Provide the diocesan report or a differentiated report for students on Personal Plans (PPs) in consultation with parents

2. THE SCHOOL EDUCATIONAL PROGRAM FOR PRIMARY SCHOOLS

Refer to Rosary Park Catholic School Reporting Procedures – Step by Step document

Budget

Appropriate funds will be allocated from the school budget to allow for the successful implementation of this policy.

Legislative/Professional Guidelines

Education Act 1990

Australian Professional Standards for Teachers NSW Institute of Teachers 2015

NESA (BOSTES) Policies and Guidelines

BOSTES Registration Manual for Member and Non-Member Schools, 2016

Disability Discrimination Act 1992

Disability Standards for Education 2005

Early Years Learning Framework Australian Government 2009

Teacher Accreditation Act 2004

Programming Policy (Rosary Park 2018; Diocesan Policy 2016)

Reporting Policy (Rosary Park 2018; Diocesan Policy 2007)