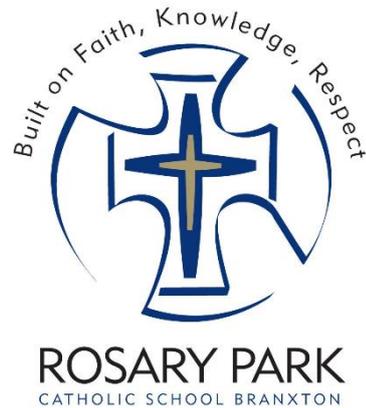


Rosary Park Catholic School Branxton



Reporting Procedures

APPLICABLE TO	All teaching staff
DOCUMENT OWNER	Rosary Park Catholic School
SCHOOL ACTIONS	School Policy
APPROVAL DATE	28 March 2018
APPROVED BY	Rosary Park Executive Team
LAST REVIEW DATE	7 June 2016
RELATED DOCUMENTS	All KLA Policies, Assessment, Gifted Education policy. CSO Reporting Policy (2007).

Purpose

This procedure relates to the Reporting Policy.

Scope

This procedure applies to all teaching and executive staff at Rosary Park Catholic School.

Responsibilities

All teaching staff are responsible for the implementation of these procedures. The Principal is responsible for communicating, administering and managing this procedure with executive and staff.

Step by Step

A written report common to diocesan primary schools is provided to parents at the end of Semester One and again at the end of Semester Two. The report:

- Includes comments about student achievement in Religious Education, English, and Mathematics
- Provides information about a student's work and learning habits and social development.
- Provides an opportunity for parents to discuss students' progress mid-year and end of year, as well as interviews held in term 1 and 3 each year
- Provides a comparison of a student's achievement with that of other year group students available on request (available as part of diocesan reporting system)
- Provides indication of student attendance
- Provides to Kindergarten parents a report based on a three-point scale. A report has been developed by the Catholic Schools Office that provides information about the student in the first year of school, Early Stage 1, in relation to his/her progress in the Key Learning Areas, learning habits and social development (Page 2 CSO Reporting Policy 2007).

In addition to the twice yearly written report, parents are provided with reports on student achievement in National Assessment Programs in Literacy and Numeracy (NAPLAN) in Years 3 and 5. Opportunities will be given to parents if they wish to discuss their children's NAPLAN and Best Start results via formal interview.

- Teachers are encouraged to assess student achievement in collaboration with grade/stage partners by engaging in regular opportunities for professional dialogue.
- The recording of assessment data is used to monitor progressive student achievement. These records are used to support teacher judgment of student achievement, measured at a given point in time, based on curriculum coverage.

The common grade scale

A	The student has an 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.
B	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 to most situations.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

- Consistent Teachers judgment is encouraged and teachers are expected to utilise the NESAs Assessment Resource Centre (ARC) online tool. End-of-stage work samples for each KLA are provided to assist teachers to develop consistency and confidence in applying the A-E grades.
Consistency of teacher judgement involves evidence-based decisions about student progress towards the achievement of standards articulated through the language of syllabus outcomes and Foundation Statements.
- A-E grades are not assigned to work samples but rather to a collection of varied opportunities over a semester.

Students with Special Needs:

Students who have a Personal Plan (PP) developed for them with specific learning goals related to curriculum needs, for all or parts of their learning, have the opportunity of receiving a different report.

Teachers must speak to parents about the type of report they would like their child to receive (see below) as it relates to the student's program of learning.

For twice-yearly reporting purposes, students with special needs have the opportunity of:

1. Receiving the diocesan A-E Report

2. Receiving the diocesan A-E Report with the addition of information from the (PP) which indicates progress against specific learning goals
3. Receiving a report based on the (PP) without A-E grades.

It is important that communication with parents is open and regular, and informed by student achievement and progress.

(CSO Reporting Policy, 2007, page 3)

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.