



REPORTING POLICY

FEBRUARY 2017

1. **PURPOSE**

- i. To report school and student performance accurately and comprehensively.
- ii. To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

2. **POLICY STATEMENT**

Catholic schools aim to be places of quality teaching and meaningful learning, where young people are supported in their development and growth. The primary purpose of reporting and providing meaningful feedback is to improve student learning; consequently, the reporting process must be an integral part of the teaching and learning process.

3. **SCOPE**

This policy applies to all teachers at St Patrick's.

4. **GUIDING PRINCIPLES**

Reporting opportunities provide information, both formally and informally, about the process of student learning and achievement. The reporting process should seek to meet the reporting requirements of parents and teachers whilst maintaining the dignity and respect for the child and the integrity of the curriculum. The staff of St Patrick's use a variety of ways to report to students and parents about student achievement during the year including parent/teacher meetings, discussion about work samples and interviews, as well as written student reports.

5. **RESPONSIBILITIES**

- i. The school is responsible for reporting on student achievement to students, to parents, to other teachers and schools, and to the Catholic Schools Office.
- ii. Each year, the school provides parents with four written reports on student achievement - one at the end of each school term:
 - a. The reports at the end of Terms 1 and 3 cover personal and social development and work habits.
 - b. The reports at the end of Terms 2 and 4 cover all key learning areas as well as personal and social development and work habits.

iii. **Years 1 to 6 reports**

The Terms 2 and 4 reports include an overall achievement level for all of the key learning areas against state-wide syllabus standards using a common grade scale A to E. This common grade scale is used in all schools in NSW, and the descriptions of the grades are common to all schools from Kindergarten to Year 10. The allocation of a grade is based on a collection of a student's work that takes into account what has been covered to date. The descriptors for each of the grades A to E are as follows:

A: 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.

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 content and has achieved very limited competence in some of the processes and skills.

A comparison of a child's achievement with that of other students in the same year group is available from the school on request.

iv. **Kindergarten reports**

Achievement for Kindergarten students is reported as follows:

- a. Above stage level
- b. At stage level
- c. Below stage level

v. For all reports (Kindergarten to Year 6), each student's effort and application is reported as follows:

- a. Commendable
- b. Consistent
- c. Encouragement needed
- d. Greater application required

vi. The Term 2 and 4 reports are accompanied by a collection of work samples and assessment tasks that were used by the teacher in determining the achievement grades for each student. Parents should read their children's reports in conjunction with the work samples and assessment tasks to assist them to interpret the achievement grades that were awarded.

vii. Each written report is followed by an interview opportunity to discuss the child's progress.

viii. Students with special needs have the opportunity of receiving this report with the addition of information which indicates progress against specific learning goals.

ix. The school participates in the NAPLAN (National Assessment Program Literacy And Numeracy). The report that is generated from NAPLAN is made available to parents.

x. The school will analyse and interpret its achievement in comparison to aggregated state-wide performance data, and develop strategic responses in an effort to maximise student achievement.

xi. The school participates in the ICAS (International Competitions and Assessments) tests in Computer skills, Science, Writing, Spelling, English and Maths. These tests provide detailed diagnostic reporting on students' results. ICAS also recognises and rewards student achievement with certificates and medals

6. BUDGET

The school will make provision each year in its annual budget for professional development opportunities for the staff in regard to this area.

7. NEXT REVIEW DATE

This policy will be reviewed in 2020 in consultation with relevant staff.

8. DEFINITIONS

NAPLAN: National Assessment Program – Literacy And Numeracy.

9. LEGISLATIVE / PROFESSIONAL GUIDELINES

- i. Reporting K-12: CSO policy 2007.
- ii. Primary Schools Administration Procedures Manual for Reporting: CSO 2007.