



Reporting Policy

The '**Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy**' documents the requirements in relation to teaching, assessment and reporting practices. The requirements for reporting are underpinned by the **Australian Education Regulation 2013**, and require all schools to:

- provide parents/carers/guardians with 2 written reports each year
- use plain language
- use an A to E achievement scale or word equivalents.

Schools are required to report against the Australian Curriculum achievement standards for all 8 learning areas. Teachers make judgements about the extent and quality of each student's achievement and progress in relation to the Australian Curriculum achievement standards, and use the achievement standards as the 'C' grade reference point for assigning A to E grades or word equivalents when reporting to parents/carers/guardians.

We will meet the expectations by providing throughout the year, information on a child's curriculum and their achievements through:

- Three-Way Learning Conversations
- Written reports
- Class newsletters
- Student Learning Goals

Reporting Timelines

Term 1	Timeline
Class Newsletter	Week 1
Acquaintance Evening	Week 3
Student Learning Goals	Week 6
Three-Way Learning Conversations	Week 10
Term 2	Timeline
Class Newsletter	Week 1
Mid-Year Report	Week 10
Term 3	Timeline
Class Newsletter	Week 1
Student Learning Goals	Week 3
Three-Way Learning Conversations	Week 9
Term 4	Timeline
Class Newsletter	Week 1
End of Year Report	Week 9

Reporting in the reception year

There is no requirement for schools to assign A to E grades or word equivalents when reporting on students in the reception year. Reception teachers use the Foundation (F) year Australian Curriculum achievement standards as reference points for reporting on student achievement and progress.

Reporting in years 1 to 7

Reporting on student achievement against Australian Curriculum achievement standards requires teachers to make a holistic on-balance judgement using a range of learning evidence. Teachers then assign an A to E grade based on the aspects of the achievement standard addressed in the learning program to that point in the reporting cycle.

Reporting for students with disability

For students with disability, schools are required to negotiate both the student's learning program and appropriate reporting arrangements with the student and their parents/caregivers. These will be documented in the student's Learning Plan.

For some students with disability, in negotiated learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the student is placed. With the exception of Foundation level, A–E grades will be assigned against the negotiated year level achievement standard(s) documented in the student's Learning Plan. The achievement standard(s) must be indicated in the report. For students with significant intellectual disability and those with significant coexisting conditions, achievement should be reported against the curriculum and learning goals described in the student's Learning Plan. There is no requirement for teachers to assign A–E grades for these students.

Mid-year reports

The Mid-year reporting package includes:

- Mid-year progress report
- EALD Level Report (if relevant)
- Any other certificate/s

End of year reports

The End of Year reporting package includes:

- End of year progress report
- EALD Level Report (if relevant)
- Any other certificate/s
- Class placement notification for the following year

Report system

PGR7 reports are completed using Impromation's secure software platform 'ReportIT'. Staff are provided with login details and procedures to follow in order to utilise the platform to complete this process.

Class newsletters

Newsletters are an opportunity to inform parents/caregivers of class organisation and rules, celebrate successes, provide an overview of the curriculum content and notify of events and excursions for the term.

Three-Way Learning Conversations

Each interview should be approximately 15 minutes in length and be led by the student in a three way conversation. They can be held before/after school, during NIT or on planned evenings at school. When the student has a Learning Plan please allow at least 30 minutes for the interview. Every attempt must be made by class teachers to conduct a student/parent/teacher interview for every student.

The leadership team must be informed of interview times so that they can be available if needed. Interpreters are to be organised through the EALD teachers when appropriate. Specialist teachers can also request and be requested by parents for Three-way interviews.

Student Learning Goals

Every student will have formal individual learning goals shared with parents at least twice per year, as listed in the reporting timelines. These goals are developed in consultation with each student, include students' reflection and negotiated learning goals. Individual teaching teams will develop and negotiate the format they use to provide this information to parents, in a manner which suits the learning needs of their students. These learning goals are also shared with line managers.

Revision Record

Version 1.0

Created: January 2017

Ratified: by Staff and Governing council March 2017

Principal: Simon Harding Governing Council Chair: Kate Swanson

Version 1.1

Amendments: July 2020 logo change, updates and formatting

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Ratified by Governing Council: 8th September 2020 Acting Principal: Vicki Poulain, Governing Council Chair: Kyall Zechner