

# Reporting on Student Progress Policy

YARRAGON PRIMARY SCHOOL: No.2178

## RATIONALE:

To ensure Yarragon Primary School is aware of its obligations relating to reporting student achievement across Foundation to Year 6, including English as an Additional Language (EAL) students to parents/carers.

## POLICY:

- Schools are required to formally report student achievement and progress to parents/carers at least twice per school year for each student enrolled at the school.
- The report must be a written report (print or digital), be in an accessible form and be easy for parents/carers to understand.
- Schools must report directly against the Victorian Curriculum F-10 achievement standards or, if reporting on students for whom English is an additional language, either the EAL Companion to the AusVELS or the Victorian Curriculum F-10 EAL achievement standards.
- Both student achievement and progress must be included in the report.
- Opportunities must be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- The Department does not prescribe a reporting format.
- Requirements for student reporting in Victorian government schools are defined with reference to:
  - the Guidelines to the Minimum Standards and Requirements for School Registration issued by the Victorian Registration and Qualifications Authority (VRQA)
  - the F-10 Revised Curriculum Planning and Reporting Guidelines issued by the Victorian Curriculum and Assessment Authority (VCAA)

## FORMS OF ASSESSMENT:

### Summative assessment (Assessment of Learning)

Summative assessment aims to give students and teachers a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea and promotes students towards action.

### Formative assessment (Assessment for and Assessment as Learning)

Formative assessment provides information that is used in order to plan the next stage of learning. It is interwoven with learning, and helps teachers and students find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. It also aims to promote learning by giving regular and frequent feedback.

## IMPLEMENTATION:

The school will formally report student achievement and progress to parents/carers at least twice per school year for each student enrolled at the school. The report will be:

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- a written report (print or digital)
- in an accessible form, and
- easy for parents/carers to understand

The school will report directly against the Victorian Curriculum F - 10 achievement standards, or if reporting on students for whom English is an Additional Language (EAL), either:

- the EAL companion to the AusVELS, or
- the Victorian Curriculum F-10 EAL achievement standards

Both student achievement and progress will be included in the report.

The five-point scale will be used when reporting on student achievement and progress:

- this requirement cannot be met by using the existing levels of the curriculum
- for English, Mathematics and Science, at least an age-related five-point scale is required
- for all other curriculum areas, another kind of five-point scale may be used (for example, a scale developed around learning goals or learning dimensions)
- more than one scale may be used for the same learning area or capability

Note that there may be specific instances where a school decides in partnership with an individual student and their parents/carers that an alternative to a full report for that student is appropriate.

## TYPES OF REPORTING:

Reporting will be conducted in line with Departmental policy.

The following outlines how we will communicate information about assessment.

### Teacher – Student Conferences

Daily, on-going feedback from teacher to student and student to teacher, enables reflection and further refinement of skills and understandings supporting student learning and teacher planning.

### Teacher – parent Conferences

These opportunities occur informally throughout each year. They are designed to be constructive and as needed. Parents are encouraged to make appointment times if significant issues need to be discussed however for other issues, teachers are available at various times throughout each week.

These times also provide parents with the opportunity to provide information about the cultural context of the student's learning.

## The Written Report

Determination of grading levels for formal reporting purposes will reflect student performances on summative assessment tasks. Student grades will reflect their most consistent level of achievement, usually their most recent level of achievement at the time of reporting. Teachers work collaboratively to determine achievement levels and to establish exemplars. Teachers will write Personal /Social comments about each student making reference to learner profiles.

Student reports will be retained for 30 years after student departures. In some cases, student reports are considered permanent records, which prohibits their disposal Refer Records Management Policy.

## REPORTING TO THE DEPARTMENT:

The school will upload their student achievement data via CASES21 twice yearly — by 30 June and 31 December each year.

The school will record data in the Department's specified format so that CASES21 can accept it. Note: There are two methods for recording data: an import/export process utilising commercial reporting software, or direct entry into CASES21

If the school uses commercial reporting software, the vendor will be compliant with the Department's specified format.

A step-by-step process for preparing student achievement data and sending summary results to the Department is provided in the CASES21 Administration User Guide Chapter 23 — Student Achievement (login required).

## RECORDS MANAGEMENT:

Student reports are records. In some case, they are considered permanent records, which prohibits their disposal.

Foundation (Prep) – Year 6 reports will be kept for six years after student departures.

- Please refer also to the school's *Assessment of Student Achievement & Progress Policy, Curriculum Programs Foundation – Year 10 Policy* and the *Data Analysis & Use Policy*.

## COMMUNICATION:

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in school newsletter
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings

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- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

## FURTHER RESOURCES:

Refer to the DET: Policy Advisory Library for more information regarding Reporting.

<http://www2.education.vic.gov.au/pal/reporting-student-achievement>

## POLICY REVIEW AND APPROVAL:

Policy last reviewed	April 2022
Approved by	Principal – April, 2022
Next scheduled review date	April 2025