



# REPORTING POLICY

## Rationale:

- Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assist in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance

## Aims:

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

## Implementation:

- Schools are responsible for accurately reporting student achievement against the Victorian Curriculum Standard to the students themselves, to parents, other teachers and schools, to School Council, and the Department of Education.
- All students from Prep through to Year 11 will receive six Student Progress Reports (Year 12 will receive five reports) across the school year, three in each semester. Over the course of the year, parent and student will be in a position to follow progress in each subject studied.
- We believe that reporting progress more frequently provides parents and teachers the opportunity to celebrate each child's strengths, develop learning plans for improvement, as well as discuss issues as and when they arise. Parents are encouraged to contact their child's classroom teacher or mentor at any time if they wish to discuss any aspect of their child's learning and wellbeing throughout the year.
- The Student Reports will be generated using appropriate software, and will include assessments against state-wide academic standards, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, as well as attitude, participation, extra-curricular activities, social skills, and a student self-assessment.
- The Student Progress Report is part of the overall reporting procedure at Mortlake College and face to face interviews between parent, student and teacher are an integral component of the procedure. Two interview days are held during the year; the first early in second term and the second in the first half of third term. An online booking system of interview times across the whole school is available and details are provided in the weeks prior to the interview.
- Assessment Guides have been prepared for every Key Learning Area or subject so that parents and students are clear about what topics and concepts are to be covered in each Assessment/Reporting period and what assessment tasks the achievement grade will be based on. These guides are published on the school's website
- There are three components for each progress report
  1. **Student Goal:** Each child negotiates a goal that they would like to achieve with their teacher. The recorded goal is the percentage score your child is aiming for in that subject. The goal is set at the start of each semester.

2. **Achievement Score:** Teachers will make an ‘on-balance’ judgement about each student’s achievement which will inform parents about how their child is performing in that subject and progress will be able to be tracked over the year.
3. **Attitude and Effort Score:** Each child will receive a score for attitude and effort in each subject. Over the year you will be able to observe the trend around the progress of your child’s effort and attitude in each subject. This is the critical component of the report: we strongly believe that if a child demonstrates a really positive attitude and puts in the necessary effort their learning will be strong.
4. **See Appendices A for example**
  - We will participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on student’s progress in relation to the Victorian Curriculum Standard.
  - The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum Standard. Student Support Groups will develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be reviewed and reported by the program support group.
  - Twice yearly in June and December, student reports include an indication of the level at which students are achieving, based on the Victorian Curriculum Standards.

**Reference:**

- This policy has been developed in conjunction with the DEECD’s School Policy and Reference guide <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

**Evaluation:**

This policy will be reviewed as part of the school’s three-year review cycle or earlier if required.

This policy was last ratified by School Council in...

**September 2018**

**APPENDICES A**

**Student Progress Report Example:**

Subject: English

**Student Goal: 90%**      Teacher

