



Elwood Primary School No 3942

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Reporting Policy

PURPOSE

To ensure there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance in accordance with the Student Assessment Policy.

To ensure access to information includes at least two written reports to parents per year.

To comply with Victorian Curriculum Foundation to Year 10 Revised Curriculum Planning and Reporting Guidelines.

BROAD GUIDELINES

1. The reporting process is consistent, informative and Level appropriate across the school.
2. The school follows Department of Education and Training requirements, processes and guidelines in providing written reports

IMPLEMENTATION

1. Opportunities are provided for ongoing communication between student, parent and teacher throughout the year:
 - Two structured interviews are offered each year, in Term 1 and Term 3.
 - Teachers are available, by appointment, at specified times during nominated weeks. The time is to be negotiated between teacher and parent.
 - Informal, brief communication is encouraged before and after school or by phone/email. Teachers will provide work emails to parents in their classes. The school email is also available to all parents.
 - Other forms of communication e.g. student diaries, Statement of Intent, planning documents and communication books are used in different levels across the school.
 - Individual National Assessment Program – Literacy and Numeracy (NAPLAN) results are sent home once received by the school from Australian Curriculum Assessment and Reporting Authority (ACARA).
2. Two reports are provided each year, one in June and one in December.
 - Teacher professional judgements included in students' reports, as progression points and written commentary, are based on student data, assessment tools (as documented

in the School Assessment Schedule), and evidence of teachers' shared understanding of the Victorian Curriculum.

- Reports on student learning are clear, individualised and provide accurate information about student learning progress related to the Victorian Curriculum Foundation – Year 10.
 - EPS will report on student achievement in areas including English, Mathematics and Science against the achievement standards, indicating the level of attainment reached by each student and the age-expected level of attainment (except in specific instances of individual students where this has been determined by school in partnership with parents to be unnecessary).
 - The reporting of student achievement will be consistent with the proposals for each curriculum provision. For years 3 to 6, reports on student achievement in each learning area and capability will be reported on in the course of each two-year band of school, in accordance with the whole-school teaching and learning plans.
3. Students are supported to develop the skills to reflect on their learning and provided with opportunities to do this.

RESOURCES

1. Victorian Curriculum and Assessment Authority: "Victorian Curriculum F–10 Revised curriculum planning and reporting guidelines"
2. Victorian Curriculum and Assessment Authority, <http://victoriancurriculum.vcaa.vic.edu.au>
3. Whole School Assessment Schedule
4. Student Assessment Policy

POLICY HISTORY

Version Approval Date:	Summary of changes:	Next Review:
November 2010	Policy Created, council approved	3 year cycle or as needed
October 2013	Amendments made by Sub Committee, School Council	3 year cycle or as needed
May 2017	Amendments made by Sub Committee, School Council	3 year cycle or as needed