



Reporting Policy

Rationale:

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

Student reports are designed to provide students, teachers and parents with a clear and concise picture of a student's levels of attainment against the achievement standards, progress along the learning continuum and achievement of individual learning goals and targets at a point in time.

Purpose:

- 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 standards outlined in the Victorian Curriculum F-10 to the students themselves, to parents, other teachers and schools, to School Council, and to the Department of Education.
- Each year our school will provide parents with two written Student Reports indicating their child's academic progress against the Victorian Curriculum F-10 standards. Where necessary, translations into other languages will be provided.
- Student Reports will be generated using Department of Education and Training approved software. These will include assessments against state-wide academic standards, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the Victorian Curriculum F-10 (including attitude, participation, extra-curricular activities, social skills), and a student self-assessment.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against the Victorian Curriculum F-10 standards across the school.
- Bonbeach PS will provide at least two opportunities per year for formal parent/teacher interviews. Where necessary, interpreters will be provided.
- We will progressively develop Individual Learning Plans for students who are working 6-12 months (or more) below the expected standard and, 6-12 months (or more) above the expected level. This will occur in consultation with parents and, where appropriate, with others with specific expertise.
- Bonbeach PS will participate in the National Assessment Program - Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on student progress in relation to national minimum standards.
- We will provide opportunities for parents to seek more information on the Victorian

Curriculum F-10 (<http://victoriancurriculum.vcaa.vic.edu.au/>), Student Reports, and NAPLAN.

- The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum F-10. A Student Support Group will help 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 Student Support Group at timetabled, termly meetings.
- The school will provide all required performance data to the Department of Education and Training, and the community by means of an annual report.
- Students for whom English is an additional language will have their progress in English reported against the English as an Additional Language progression standards.
- Staff at Bonbeach PS will be encouraged to attend relevant Professional Development opportunities that will align with the current School Strategic Plan, Annual Implementation Plan, and be of benefit for the students, as well as personally.

Evaluation:

This policy will be reviewed as part of the school's three year review cycle.

Approved by School Council on: 16 May 2017