

Reporting Student Achievement to Parents Policy

Rationale

Good assessment provides vital information to report credibly to parents and students on student progress. A variety of assessment methods provides teachers with evidence of what students know and can do and their particular strengths and weaknesses. Teachers can then report to parents on how far their child has progressed during the year, where they are compared to the relevant standards and what the teacher, the student and the parent need do to improve the student's performance.

Purpose

The purpose of this policy is to ensure that our school drives learning through ongoing assessment, monitoring and recording of all students' performance and that student achievement is reported in writing to parents at least twice a year and in an oral report at least twice a year.

Definition

Reports on student progress are a means by which parents learn about how well their children are progressing at school. Our school reports on student achievement through a range of means that include formal written and verbal reports.

Implementation

Our school has developed an agreed set of beliefs and principles which shape our practices about reporting to parents. These can be found in the "Teaching, Learning and Assessment Policy".

- The school will track student achievement each year through the monitoring of student assessments against school targets
- The school adopts the reporting format developed by the Department of Education and Early Childhood Development, (DEECD) which has been mandated for use in all Catholic Schools in the Diocese of Sale. This report meets the present requirements of Department of Education, Employment and Work Relations (DEEWR). The school also reports on student achievement in Religious Education using the format developed by the Catholic Education Office, Diocese of Sale.
- Written reports on student achievement are prepared and distributed to parents twice each year, at the end of each semester. The report indicates where a child is, compared with the expected Statewide standard for the year level, based on the VELs.
- The report charts a child's progress over time, with a focus on progress from the previous year to the current year.
- The report will include clear written information about what a child knows and can do. This includes information about any further assistance or expansion needed and what support the school will provide.
- A common 'A to E' scale is adopted to indicate how a child is progressing against the expected standard:
 - A: Well above the standard expected at this time of year
 - B: Above the standard expected at this time of year
 - C: At the standard expected at this time of year
 - D: Below the standard expected at this time of year
 - E: Well below the standard expected at this time of year
- Reports include a plan for future learning to inform and assist parents to be involved in and to work in partnership with their child's teacher.
- The school offers parent-teacher interviews throughout the year, but formally at the end of terms one and three.
- Other means through which the school informs parents of student achievement include:
 - Informal meetings with teachers and other staff
 - The school Newsletter
 - Open invitations to visit classrooms

- School assemblies
- Curriculum information sessions
- This policy is implemented in conjunction with the parallel policies of “Curriculum, Planning and Programming” and “Teaching, Learning and Assessment”.

Evaluation

This policy will be reviewed as part of the school’s five year review cycle or as required.

Ratification

This policy was last ratified in Term One, 2010.