

Reporting Policy

Purpose:

To enable the School to provide consistent, informative feedback to parents regarding the academic development of their children.

To maintain compliance with all government reporting requirements.

Scope:

Parents and students enrolled at Koonwarra Village School

Implemented by:

Key Mentors

Approved by:

KVS Board

At Koonwarra Village School reporting on student progress is an important element of the learning and teaching process. Reporting within the school community will be provided to children and parents both formally and informally throughout the year. External reporting will ensure compliance with national reports on the outcomes of schools.

Aims

Regular internal reporting aims to:

- inform children and parents of the progress of each individual child
- aid in developing a partnership of learning between the school, parents and children
- ensure accountability requirements to Commonwealth Government Student reporting requirements are met
- acknowledge the important role of the parent in the schooling of their child
- accurately report student achievement against the Victorian Curriculum to the children themselves and to their parents
- provide parents with written Student Reports indicating their child's academic progress against levels in the Victorian Curriculum
- provide opportunities for two formal parent/teacher interviews per year – one interview after each of the mid-year and end of year written reports
- participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on students' progress in relation to the Victorian Curriculum levels
- provide all required performance data to the community by means of an annual report, as well as on the website and at the Annual General Meeting

Implementation

Reporting will take the form of:

- From Grade One onwards: two plain language student reports which are readily understandable and provide an accurate and objective assessment of each student's progress and achievement include written descriptors and a five-point scale.
- Student reports will be levelled against the Victorian Curriculum literacy and numeracy standards twice a year and all other learning areas will be levelled at least once per year.
- All students will receive a personal letter from their mentor twice a year with their written report or their Student Portfolios. This letter will include references to the Capabilities area of the Victorian Curriculum.
- Students in Foundation and Grade One will have an ongoing Student Portfolio that will provide clear work samples linked to Victorian Curriculum Statements.
- From Grade Two onwards, two Presentations Days will be held each year to showcase students' work across learning areas. These learning areas will not receive written comments in student reports.
- Parent/student/mentor interviews are held after written reports are distributed at both mid- and end of year. Samples of the student's work are provided to assist in the explanation of the student's progress.
- NAPLAN literacy and numeracy results from assessments conducted of Years 3 and 5 students.
- Any other requirements as determined by State and Federal Governments.

Mentors who have concerns regarding a student's progress are required to do one or all the following:

- Discuss the concern with the KVS Leader of Teaching and Learning
- Make an appointment to meet the student's parent(s) as soon as possible. Record minutes of the meeting with the parent(s) in Sentral
- Determine if an Individual Education Plan (IEP) should be developed
- If an IEP is required, Mentor to develop and discuss with student and parent. Parent to sign and Mentor to ensure a copy is placed in the student file in the office

Parents who have concerns regarding a student's progress are recommended to do one or all the following:

- Make an appointment to meet the child's mentor as soon as possible. Appointments will be available between 3.15 and 5pm on school days.

- Gain an understanding, and contribute to the development of (where appropriate), the child's Individual Education Plan. Attend review meetings of their child's Individual Education Plan.
- Follow the Concerns and Complaints Policy if they feel concerns regarding their child's academic progress are not being adequately addressed.

Related Processes and Policies

- Concerns & Complaints Policy