ST JOSEPH’S
DUNGOG

Reporting Policy

2012

Review 2014
RATIONALE

St Joseph’s Dungog provides relevant, meaningful and appropriate learning experiences for each child, ensuring that individual needs are recognised and nurtured by considering the needs, talents and gifts of students when planning and implementing teaching and learning programs and providing opportunities for academic growth to handle situations in the wider world.

Students develop at different rates - and their achievements should be assessed and reported using syllabus standards and Indicators. Assessment is a student-focused and learning-orientated process, which identifies what a child is able to do. It includes a range of strategies and forms an integral part of the teaching process.

Reporting to parents gives an overview of the student’s achievements. As well as twice yearly reports the school believes a variety of reporting methods can be used. Reporting should be flexible and manageable and easily interpreted by teachers, students and parents. We communicate information between parents, students and teachers about various aspects of the student’s development such as academic progress, social and physical growth and personality development.

AIMS

At St Joseph’s, we aim to

2.1: provide comprehensive, accurate and constructive information about the students’ achievements

2.2: report twice yearly and offer opportunity for parent interviews in keeping with Commonwealth and system requirements

2.3: develop reporting procedures that are manageable and flexible

2.4: report to parents using syllabus standards

2.5: involve students in the reporting process through goal setting, reflecting and self evaluation
IMPLEMENTATION

A written report common to diocesan primary schools is provided to parents at the end of Semester One and again at the end of Semester Two: The report

- Is distributed twice a year.
- Uses a 5 point common grade scale A – E.
- Includes comments about student achievement in Religious Education, English, and Mathematics.
- Provides information about a student’s work and learning habits and social development.
- Provides an opportunity for parents to discuss students progress both mid-year and at the end of year.
- Provides a comparison of a student’s achievement with that of other year group students available on request (available as part of diocesan reporting system).
- Provides an indication of student attendance.
- Provides for the Kindergarten class using a three point scale.

In addition to the twice yearly written report, parents are provided with reports on student achievement in National Assessment Programs in literacy and Innumeracy (NAPLAN) in Years 3 and 5.

At St Joseph’s, Dungog,

- School Reports are made available to staff early in Week Term 2 & Term 4 each year.
- Reports are sent home to parents in the second last of both Term 2 and Term 4.
- Parents are offered an opportunity for interview at the commencement of Term Three with formal interviews and at the end of Term Four.
- A formal invitation is sent out with each individual report. Responses are coordinated from the Office and a timetable is set for parents to discuss individual reports over two advertised afternoons / evenings.
- Formal reports are of ten minutes duration – to allow parents to see multiple staff members in the one afternoon.
- Extended appointments are organized upon request at a mutually acceptable time between parents and individual staff members.
- All School reports are copied and placed in each students individual files by the Principal and /or administrative staff.
- Reports are appropriately archived and stored in the school archives once a student has left St Joseph’s.
- Other opportunities for reporting also exist including Open Days, Parent Information Nights and interviews at parent or teacher request.

Personnel:
Principal
- Maintaining and storing relevant current and past reporting records and policies.
- Ensure that all teaching staff understand and implement the Policy and associated procedures.

The School Reporting Administrator is responsible for
- Downloading student reports to the staff drive
Communicating with staff and relevant CSO personnel on issues arising from School Report administration.

**Teachers**
As part of the teaching and learning cycle, teachers will be responsible for determining report grades

Teachers will
- Meet Board of Studies and system requirements (see Programming Policy 2007 Assessment Policy 2005 and Reporting Policy 2007)
- Provide quality learning and assessment experiences that assist students in achieving syllabus standards.
- Ensure that professional judgements made in student reports are based on sound assessment experiences and evidence gathered over a period of time.
- Gather enough evidence of student achievement across all KLAs to determine grading A-E at a point in time.
- Use assessment for learning and assessment of learning to determine grades A-E.
- Provide open-ended and challenging opportunities for students to demonstrate all levels of achievement.
- Determine how well the student has achieved in relation to syllabus standards and expectations.
- Plan assessment opportunities that meaningfully relate to the Foundation Statements and Syllabus standards.
- Ensure that comments made about student achievement, work and learning habits and social development are written in a constructive, professional and non-personal manner.
- Provide the diocesan report or a differentiated report for students on Individual Plans - in consultation with parents.

**Procedures:**
- Teachers are encouraged to assess student achievement in collaboration with stage partners by engaging in regular opportunities for professional dialogue.
- The recording of assessment data is used to monitor progressive student achievement. These records are used to support teacher judgment of student achievement, measured at a given point in time, based on curriculum coverage.

**The common grade scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the</td>
</tr>
</tbody>
</table>
• Consistent Teachers judgement is encouraged and teachers are expected to utilise the Board of Studies Assessment Resource Centre (ARC) online tool. End-of-stage work samples for each KLA are provided to assist teachers to develop consistency and confidence in applying the A-E grades. Consistency of teacher judgement involves evidence-based decisions about student progress towards the achievement of standards articulated through the language of syllabus outcomes and Foundation Statement.
• A-E grades are not assigned to work samples but rather to a collection of varied opportunities over a semester

**BUDGET**

An appropriate amount from within the school budget may be allocated to ensure the effectiveness of this Reporting Policy and the delivery of professional development opportunities for teachers, or the purchase of resources to support quality teaching and meaningful learning within the school.

**EVALUATION**

This policy will be reviewed every 3 years or as necessary to reflect Federal Government, Board of Studies and/or system directions.