



Policy Statement:

REPORTING K-12

November 2007

DIOCESE OF MAITLAND-NEWCASTLE POLICY STATEMENT

REPORTING K-12

1. Rationale

Catholic schools in the Diocese of Maitland-Newcastle seek to:

*Recognise the individuality and dignity of each person and foster the development of each one's unique potential and spirituality and
Develop a challenging, authentic and inclusive educational environment that encourages lifelong learning.*

Diocesan Vision Statement 2002

Catholic schools aim to be places of quality teaching and meaningful learning, where young people are supported in their development and growth. The primary purpose of reporting and providing meaningful feedback is to improve student learning; consequently, the reporting process must be an integral part of the teaching and learning process.

Reporting opportunities provide information, both formally and informally, about the process of student learning and achievement. The reporting process should seek to meet the reporting requirements of parents and teachers whilst maintaining the dignity and respect for the child and the integrity of the curriculum. Primary and secondary schools use a variety of ways to report to students and parents about student achievement during the year including parent/teacher meetings, discussion about work samples and interviews, as well as written student reports.

Reporting K-12 has been developed in response to Commonwealth requirements as part of funding regulations under the *Schools Assistance Act 2005-2008*, Board of Studies and diocesan requirements. All schools are to provide reports to parents that adhere to these requirements.

Reporting K-12 establishes the framework for a diocesan approach to reporting. In ensuring that teaching and assessment programs are inclusive of and cater for all students, the Principal in his or her role as educative leader has overall responsibility for the quality of the school curriculum and the reporting process, and for monitoring the implementation of this Policy.

Reporting K-12 sets out the requirements that will inform school and classroom practice, acknowledging that practices must be inclusive and consistent with the Catholic ethos. As the approved authority, the Catholic Schools Office has the responsibility to monitor compliance with the requirements for registration K-12, and accreditation for Years 7-12, including processes for reporting, for the primary and secondary schools within that registration system.

2. Aims

At particular points in time teachers need to bring together all the information that has been collected in relation to a student's achievement for the purposes of reporting.

BOS NSW Foundation Statements 2005

This Reporting K-12 Policy aims to:

- clarify **accountability and mandatory** requirements
- support a consistent, effective **approach** to reporting across the Diocese

- provide a **framework** for schools to develop their own Reporting policies and procedures
- demonstrate the **interrelationship** between planning, programming, assessing, evaluating and reporting.

3. Implementation

3.1 Commonwealth Government Regulations

- 3.1.1 From 2006, **student reports from Years 1 - 10** must comply with Commonwealth Government and Board of Studies requirements as part of new funding regulations (*Schools Assistance Act 2005 - 2008*).
- 3.1.2 Kindergarten students are exempt from these regulations as are, in some cases, ESL students, and students with special needs for whom adjustments have been made to their learning programs.
At this stage, the reports for Years 11 and 12 students can either use a numerical score (1-100) or the use of A-E grades. VET grades are as required by VETAB standards.
- 3.1.3 In summary, a **written report** to parents is to be provided:
- **twice a year**
 - that uses **plain English**
 - that uses a 5-point **common grade scale A-E**
 - that includes **comments and information** about a student's achievements and identifies areas where she/he may need help, and how she/he can improve.
 - that provides information about a student's **work and learning habits** and **social development**.
- 3.1.4 The Regulations also require:
- that the written report be followed by an **opportunity for interview** with parents to discuss a student's progress. Schools should provide parents with an interview schedule mid-year and end of year.
 - that a **comparison of a student's achievement** * with that of other students in the same Year group be made available to each parent on request.
 - that **student attendance** be noted on the report.
- 3.1.5 A written report is a summary of a student's progress at a particular point in time. It is confidential to students and parents.

* A comparison table is generated by the CSO electronic reporting system to provide this information to parents.

3.2 Diocesan Reports

- 3.2.1 Kindergarten
Students in diocesan Kindergarten classes have the opportunity of receiving a report **without an A – E grade**. A report has been developed by the Catholic Schools Office that provides information about the student in the first year of school, Early Stage 1, in relation to his/her progress in the Key Learning Areas, learning habits and social development. The **Kindergarten Report** # is to be used by all diocesan primary schools. Schools will also provide information to parents about interviews during the year for Kindergarten children.

3.2.2 Years 1-6

A report for primary schools from **Years 1-6** #, has been developed by the Catholic Schools Office to meet government requirements, utilising A-E grades, and is to be used by all diocesan primary schools.

Alterations as needed to these diocesan reports will be managed centrally by Teaching & Learning and ICLT Services.

3.2.3 Years 7 -10

With CSO ICLT assistance, diocesan secondary schools **Years 7-10** have developed a reporting system to address the government requirements utilising A-E grades. As well as complying with these requirements, secondary schools can localise their reports to suit their particular contexts. These specific alterations by a school will be managed by ICLT Services and the individual school.

3.2.4 National Testing Program & Reports

In addition to the twice-yearly written report, parents are also provided with reports on student achievement in National Assessment Programs in Literacy and Numeracy (NAPLAN) in Years 3, 5, 7 and 9.

3.2.5 Students with Special Needs

Students who have an Individual Education Plan (IEP) developed for them with specific learning goals related to curriculum needs, for all or parts of their learning, have the opportunity of receiving a different report.

Teachers must speak to parents about the type of report they would like their child to receive (see below) as it relates to the student's program of learning.

For twice-yearly reporting purposes, students with special needs have the opportunity of:

1. receiving the diocesan A-E Report (primary or secondary)
2. receiving the diocesan A-E Report with the addition of information from the Individual Education Plan, IEP, which indicates progress against specific learning goals
3. receiving a report based on the IEP without A-E grades.

It is important that communication with parents is open and regular, and informed by student achievement and progress.

The following information sets out levels of responsibility for those involved in the processes of assessing and reporting student achievement.

3.3 A School's Responsibilities

3.3.1 The reporting process should be an ongoing process where students, teachers and parents communicate regularly about student learning and achievement. Apart from the twice yearly reporting requirements which summarises a student's progress at a particular point in time, schools should decide on other processes for communicating student achievement and overall progress during the year.

3.3.2 It is important that schools develop **specific procedures** in relation to this Policy. These may include but are not limited to an outline of opportunities and strategies used to convey student progress to parents at different times of the year, eg student/teacher/parent interviews; the use of portfolios/collections of work samples as the basis for discussion; conversations with parents before/after school to discuss social and behavioural issues; distribution of information regarding yearly curriculum overviews at parent/teacher meetings; use of communication/homework

diaries etc. These procedures should also provide information about how reports are completed.

This will be particularly important for **secondary schools** in relation to the development of procedures for timeline, personnel involved and their roles in the

report completion process etc, as well as proofreading of reports, use of comments and other information.

- 3.3.4 A School (Principal, delegated authority) is responsible for:
- ensuring that teaching and assessment programs incorporate a Catholic perspective
 - ensuring that all teachers understand and implement the Policy and associated procedures
 - ensuring that ongoing, open processes of communication, both formal and informal are established and maintained with parents
 - providing regular opportunities for parents to be informed about student achievement
 - monitoring the implementation of this policy in line with School Evaluation & Development (SEVDEV) processes
 - reporting student achievement as required by government authorities in Annual School Reports and as needed from time to time
 - maintaining and managing the storage of relevant current and past reporting records and policies
 - fostering and nurturing a culture of communication and professional dialogue amongst staff and parents.

3.4 A Teacher's Responsibilities

- 3.4.1 A Teacher is responsible for:
- ensuring that student reports meet government regulations and the requirements of this Policy
 - providing quality learning and assessment experiences that assist students in achieving syllabus outcomes
 - providing meaningful feedback to students and parents about student learning in a timely manner
 - ensuring that professional judgements made in student reports are based on a variety of sound assessment experiences and evidence gathered over a period of time
 - ensuring that comments made about a student's achievement are written in a constructive, professional and non-personal manner
 - engaging in professional learning and collegial discussion.

3.5 Catholic Schools Office Responsibilities

- 3.5.1 The Catholic Schools Office is responsible for:
- providing leadership and ongoing support to schools in the area of reporting
 - providing the software, Diocesan Reporting Program, for diocesan primary and secondary schools that meets government requirements
 - providing direction to schools in the implementation of this policy through the involvement of relevant Office personnel
 - providing technical advice, support material and opportunities for professional development in relation to reporting
 - monitoring the implementation of this Policy through SEVDEV.

- 3.5.2 This Reporting K-12 Policy is to be used in conjunction with the following policies and documents:
- School Evaluation & Development Policy CSO 2005
 - School Records – Maintaining & Keeping CSO 2002
 - Registration Manual for Member and Non-Member Schools, Board of Studies 2006
 - Assessment Certification and Examination (ACE) Manual, Board of Studies 2006
 - Assessment K-12 Policy CSO 2005
 - Board of Studies NSW Primary Curriculum Foundation Statements 2005
 - Foundation Statements for Religion CSO 2006
 - Programming K-12 Policy CSO 2006/7
 - IEP Guidelines for Primary and Secondary Schools CSO 2007
 - Pupil-Free Days CSO 2007
 - Syllabus documents

References

NSW Department of Education & Training Advice to Schools
Victoria Department of Education

4. Budget

The CSO is committed to the provision of quality teaching and meaningful learning through the provision of funds to schools and the employment of Education Officers to support the implementation of this Policy.

Schools may use funds allocated under their PD Plan for professional development and/or resources to support their reporting needs.

5. Evaluation

This policy will be reviewed every three years or as required by the NSW Board of Studies or other authority.

SUPPORT MATERIAL

An Information Bulletin, *Student Reporting K-10*, was produced by Teaching & Learning Services in April 2006 and updated in April 2007. It was sent to all schools for use in school newsletters and at information evenings.



Student Reporting K-10

Catholic schools in the Diocese of Maitland-Newcastle seek to:

*Recognise the individuality and dignity of each person and foster the development of each one's unique potential and spirituality and
Develop a challenging, authentic and inclusive educational environment that encourages lifelong learning*

Vision Statement 2002

The process of reporting and providing meaningful feedback to students and parents is an **integral part of teaching and learning**. Reporting opportunities provide information, both formally and informally, about the process of student learning and achievement. The reporting process should seek to meet the reporting requirements of parents and teachers whilst maintaining the dignity and respect for the child and the integrity of the curriculum. Your school uses **a variety of ways to report** to you about student achievement during the year including parent/teacher meetings, discussion about work samples and interviews, as well as written student reports. In addition to the written report from your child's school, you also receive reports on your child's achievement in Years 3, 5, and 7 through Basic Skills Testing, English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP).

From 2006, **student reports** must comply with Commonwealth and State Government requirements as part of new funding regulations. A report for primary schools, from Years 1-6, has been developed by the Catholic Schools Office to meet government requirements and is to be used by all diocesan primary schools. Diocesan secondary schools 7-10 have developed reports to address these new requirements.

As part of Commonwealth requirements about student reporting, a **written report** will be provided by your school **twice a year** that summarises your child's progress. The report will include comments in **plain English** about your child's achievements and identify some areas where she/he may need help, and how she/he can improve. The report will also provide information about your child's work and learning habits and social development. A report about your child's progress is confidential.

Years 1-10

The written report will include an overall achievement level for all of the Key Learning Areas or courses against state-wide syllabus standards using a **common grade scale A to E** (see below). This common grade scale will be used in all schools in NSW, and the descriptions of the grades are common to all schools from Year 1 to Year 10. The allocation of a grade is based on a collection of a student's work that takes into account what has been covered to date. A **comparison** of your child's achievement with that of other students in the same Year group is available from the school on request.

The written report will be followed by an **interview** opportunity to discuss your child's progress. Your school will provide you with the interview schedule mid-year and end of year.

Students with **special needs** have the opportunity of receiving this report (with A-E grades) with the addition of information (Individual Education Plan, IEP) which indicates progress against specific learning goals. Parents are invited to speak to their child's teacher about the report for students with special needs.

Kindergarten (Early Stage 1)

Students in diocesan Kindergarten classes have the opportunity of receiving a report **without an A – E grade**. A report has been developed by the Catholic Schools Office that provides you with information about your child in the first year of school, Early Stage 1, in relation to his/her progress, learning habits and social development. Your school will also provide you with information about interviews during the year for Kindergarten children.

Common Grade Scale

A	The student has 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.
B	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of content and has achieved very limited competence in some of the processes and skills.

For more information, about the Common Grade Scale, please contact your school.

Other Resources

1. CD, *"Introducing Reporting A-E"*, a Powerpoint Presentation 2006
This was produced by Teaching & Learning Services April 2006 and sent to all primary and secondary schools. The presentation sets out the Commonwealth Regulations for schools and parents with background notes and other information in relation to reporting.
2. Copy of Kindergarten Report without A-E Grades
3. Copy of Years 1-6 Report
4. Primary Schools Administration Procedures Manual for Reporting 2007