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 of students enrolled at Fitra
Implemented by:	Teachers
Approved by:	Fitra Board
Effective from	July 2022
Review due:	December 2024

At Fitra Community School (Fitra) 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 the Victorian Curriculum

- for support and extension strategies, areas beyond the Victorian Curriculum (including attitude, participation, extra-curricular activities), and each child's self-assessment
- provide two formal parent/teacher interviews per year – one interview at the end of term 1 and one interview at the end of term 3
- 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:

- two plain language student reports which are readily understandable and provide an accurate and objective assessment of each student's progress and achievement. These will include an assessment of student's achievement against relevant national standards using a five-point scale and show the student's performance relative to their peer group at the school.
- parent/teacher Interviews which are held after the written reports are distributed at both mid- and end of year. Samples of the student's work (Student Portfolio) are provided to assist in the explanation of the student's progress
- Publication of the results of NAPLAN literacy and numeracy assessments in Years 3 and 5 and the proportion of students in each of the achievement bands relevant to each year level, disaggregated according to student background characteristics.
- Provision of school information as determined by the Minister in relation to population, attendance rates, socio-economic status (SES), proportion of Indigenous students; school income and teacher workforce etc.
- Any other requirements as determined by State and Federal Governments.

Teachers who have concerns regarding student progress are required to do one or all of the following:

- Discuss the concern with the Principal
- Make an appointment to meet the student's parent(s) as soon as possible
- Record minutes of the meeting with the parent(s) and update the student's uEducateUS record
- Determine if an individual learning plan should be developed
- Keep uptodate notes of the student's progress on that student's uEducateUS record

Related Documentation

Improving Student Learning Outcomes Strategy