

<p>Mill Park Primary School</p> 	<h2>REPORTING POLICY</h2>	<p><b>Responsibility:</b> Reporting Coordinator  <b>Revised:</b> 2018  <b>Next Review:</b> 2021</p>
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### PURPOSE:

Accurate and comprehensive reporting of student and school performance assists in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and additional challenge.

Reporting at Mill Park Primary School is an integral process linked to planned approaches to teaching and learning. The purpose of reporting is to assist student learning by:

- allowing students to confirm what they have learned and find out where improvement may be needed thus engaging them in the whole process of learning
- supporting students' progress towards achieving expected goals
- informing teachers and parents of areas where extension or intervention is needed
- providing a basis for program evaluation and continuing curriculum improvement
- developing a sense of partnership in learning between parents, teachers and students
- acquiring whole school and Year Level student achievement levels to direct future curriculum planning and implementation.

This purpose can only be realised when the cycle of teaching, learning, assessment and reporting includes reflection on past teaching and learning, and implementation of best practice that shapes future learning.

### GUIDELINES:

At Mill Park Primary School reporting will:

- be a constructive and private communication between the student, parents and teachers
- take place twice yearly
- identify the achievements of the student
- use constructive, clear and specific language
- be based on teacher judgement after consideration of sound evidence and a shared understanding of the Victorian Curriculum standards through professional moderation discussions
- be carried out using the Department of Education and Training (DET) Student Reporting Guidelines and utilising Compass as well as using other techniques, e.g. digital/learning portfolios, See Saw, informal and formal interviews with parents
- link student achievement to the Victorian Curriculum and the levels and progression points therein.

### IMPLEMENTATION:

Reporting procedures will include:

- Parent-Teacher Meetings in Term 1
- Student-Led Reporting Conferences at the end of Term 2
- Written reports in June and December
- Education Support Group meetings on an ongoing basis for students with specific educational (intervention and extension), social or behavioural needs
- Student Support Group meetings for students on the Program for Students with Disabilities (PSD)
- Distribution of individual NAPLAN reports to parents of students in Year 3 and Year 5
- Annual Reports to the School Community.

### EVALUATION:

- Evaluation of reporting processes will be monitored at Year Level teams, Leadership Team, LIT and at a whole school level.
- Reporting will be evaluated annually as part of the Minor Review process.
- Parental feedback on the school's reporting processes will be gauged from DET annual Parent Opinion Survey.