

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 and regulatory body reporting requirements.

Scope:

Parents and students enrolled at Phillip Island Village School

Implemented by:

Mentors and Principal

Approved by:

PIVS Board

Published:

PIVS Website, Policy Folder

Reviewed:

Every two years or as legislative changes arise or improvements are identified

At Phillip Island 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 families both formally and informally throughout the year.

Aims

Reporting at PIVS will:

- inform the responsible parents/carers/guardians of the progress of each individual student twice yearly
- ensure compliance with Commonwealth Government Student reporting regulations
- encourage parents to work in partnership with the school to support their child's education
- accurately report student achievement twice yearly against key learning areas of the Victorian Curriculum
- provide opportunities for two formal family conferences per year
- provide an opportunity for students to participate in the National Assessment Program – Literacy and Numeracy (NAPLAN)
- provide all required performance data to the community by means of an Annual Report, in a report to the school Board, as well as on the website

Implementation

Reporting will take the form of:

- Students in Foundation to Level 1 will have an ongoing Student Portfolio that will provide photos and work samples linked to the outcomes of the Victorian Early Years Development Framework.
- From Level 1 onwards: two plain-language student reports per year which are readily understandable and provide an accurate and objective assessment of each student's progress and achievement including written descriptors and a five-point scale.
- In Levels 1, student reports will be levelled against the Victorian Curriculum literacy and numeracy standards twice per year.
- From Levels 2-6, student reports will be levelled against the Victorian Curriculum literacy and numeracy standards twice per year and all other learning areas will be levelled at least once per year.
- All students will receive a personal letter from a mentor twice per year with their written report and/or their Student Portfolios. This letter will include references to the Capabilities area of the Victorian Curriculum.
- Family Conferences will be offered with families after written reports and portfolios are distributed in both the middle and end of year.
- NAPLAN literacy and numeracy results from assessments conducted of students in Levels 3 and 5.
- 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 Principal
- Determine if an Individual Education Plan (IEP) should be developed. If so, the Mentor will develop an IEP plan in conjunction with the Principal.
- Make an appointment to meet the student's parent(s) as soon as possible to outline the IEP or other strategies identified. (Minutes of the meeting will be recorded and stored in the school's Student Management System.)
- The IEP will be signed by a parent/guardian, the Mentor and the School Principal and a copy will be kept with the student's file.
- The IEP will be reviewed at least twice yearly.

Parents who have concerns regarding their child's progress are encouraged to do one or all the following:

- Make an appointment to meet the child's mentor as soon as possible.
- Work in partnership with the school to identify goals and strategies that will support the student.
- If required, attend a meeting with the Principal and student's Mentor(s) to discuss the implementation of an IEP.
- Follow the school's 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