Doncaster Gardens Primary School
Reporting Policy

Philosophical Basis:
Schools are responsible for the reporting of student achievement to the students themselves, to parents, other teachers and schools, and to the School Council through the Annual Report. The main purpose of reporting is to improve student learning.

Guidelines:
Reporting to Students:
• Regular feedback will be given on set tasks, tests, student responses and comments.
• Feedback will provide positive reinforcement of what has been achieved and focus on ways learning can be further improved.

Reporting to Parents
• Informal and periodic reporting to parents through interviews, diary comments and telephone conversations will take place.
• Two written reports per year including information about student achievement in relation to the Victorian Essential Learning Standards (VELS) will be provided for parents.
• Students from English as a Second Language (ESL) will if necessary, have an ESL report using the ESL continuum.
• One formal interview at mid year will be held, with provision for other opportunities for informal discussions between teachers and parents when requested.

Reporting student achievement in English & Maths through the Annual Report
• Reporting in English, Mathematics and other Domains as required by DEECD will be completed.

Implementation:
• Students will be set clear expectations and receive regular feedback.
• Parents will receive twice yearly written reports at mid year and in December.
• Each year the Annual Report will be distributed to all families via the online Compass program. Hard copies will also be available from the office and on request.
• There will be a formal interview with parents at mid year. Parents requiring an extended interview will be advised to arrange a mutually suitable time with the teacher on another day.
• Reports will be issued on transfer and at transition.
• Content of curriculum and assessment strategies will be clearly documented.
• Achievements will be in relation to the VELS.
• Individual Learning Plans (ILPs) for students at risk and for students who are highly advanced will include the next steps in the child’s learning, specific targets, classroom activities, home support and will be negotiated with parents.
• Communication books may be utilised for some students at the discretion of teachers and parents.
• Over the next two years there will be a transition to AUSVELS, the national curriculum, and this may require an accompanying transition to a new reporting system.

Evaluation:
Evaluation of reporting will be based on:
• Quality of written reports
• Quality of Individual Learning Plans (ILPs)
• Annual Report Parent Survey
• Improved student learning outcomes
• Student achievement against benchmarks
• This policy will be reviewed every three years as part of the policy review cycle.

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