Reporting Policy

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Catholic Regional College Caroline Springs
Reporting Policy

Rationale

In accordance with the Victorian Curriculum and Assessment Authority's (VCAA) *F-10 Curriculum Planning and Reporting Guidelines,* VCE and VCAL administrative handbook and to meet the minimum reporting requirements outlined by the *VRQA Guidelines to the minimum standards 2019*, Catholic Regional College Caroline Springs provides reports to parents/carers four times a year. The reporting process focuses positively on student progress throughout the term or semester and indicates ways in which a student is able to improve performance and overcome difficulties in future studies. Furthermore, the report is designed to highlight how all in the learning community can work together to progress the learning of each student in the future (*Horizons of Hope*, 2016). The College reports are designed to clearly communicate to parents/carers comprehensive information regarding their child's progress and achievement.

The reporting process at the College will:

- bear in mind the audience of parents/carers and students, ensuring our reports are written in accessible, clear language, avoiding jargon
- provide clear feedback of the outcomes achieved
- provide information about acquisition of knowledge and skills and levels of achievement
- be objective about the student's achievements and competencies, including personal and social development
- meet the requirements of various government departments and Catholic Education Melbourne.

Scripture

Deuteronomy 1:25

They brought back a report to us, and said, "It is a good land that the Lord our God is giving us."

Roles and responsibilities

The Learning & Teaching Team will:
- ensure that the report format for each type of subject at the College is set up in conjunction with SEQTA
- open the report templates for teachers at the College one month prior to the report due date
- upload the reports to the staff folder on Google Drive for teachers to complete report proofreading
- upload the reports to SEQTA for parents/carers to view following correction of report errors by the subject teacher.

The Learning Diversity Leader will:
- ensure that the Personalised Learning Plan (PLP) reports are setup on the staff Google Drive folder for each student
- meet with parents/carers of students with diverse learning needs through Parent Support Group (PSG) meetings to discuss Personalised Learning Plan report goals
- provide Personalised Learning Plan reports to parents/carers at the end of each semester.

The Learning Area Leader will:
- ensure that the learning area achievements for the Semester Reports are correctly listed in the SEQTA Marksbook for their Learning Area
- ensure that the assessment tasks for the Semester Report are correctly listed and weighted in the SEQTA Marksbook for their Learning Area
- ensure that the modified assessment tasks for the Semester Report are correctly listed and weighted in the SEQTA Marksbook for their learning area

The Subject Teacher will:
- create goals for each student in the Personalised Learning Plan report, and list scaffolds for how students will achieve these goals
- assess the work habits for each student in each class for both the Interim Report and Semester Report
- provide a grade for each of the learning area achievements for each student in each class for the Semester Report
- provide a score for each of the assessment tasks for each student in each class for the Semester Report
- provide an overall result for each student in each class for the Semester Report
- list the attendance for each student in each class for the Semester Report
- assess student achievement of goals on the Personalised Learning Plan Report
- proofread Interim Report and Semester Report and provide a list of errors to the subject teacher for correction

Procedures

In Term 1 there will be a report in the form of an Interim Report. Teachers will be available for an interview to discuss results and progress in week 2 Term 2.

In Term 2, written reports will be completed for all students and made available to parents and carers on the last day of Term 2.

Interim Reports (Term 1 and Term 3):
- Monday Week 6 – Interim Reports open for teachers to complete and instruction guide provided to teachers
- Monday Week 9 – Interim Reports to have been completed by teachers
- Monday Week 9 – Interim Reports proof read
- Tuesday Week 9 – Interim Report errors corrected
- Friday Week 9 – Interim Reports available to parents/carers

Semester Reports (Term 2 and Term 4):
- Week 2 – student/parent/teacher interviews
- Monday Week 6 – Semester Reports open for teachers to complete and instruction guide provided to teachers
- Monday Week 10 – Semester Reports to have been completed by teachers
- Monday Week 10 – Semester Reports proof read
- Tuesday Week 10 – Semester Report errors corrected
- Friday Week 10 – Semester Reports available to parents/carers

Personalised Learning Plan Reports (Semester 1 and Semester 2):
- Monday Week 1 (Term 1 and Term 3) – Personalised Learning Plan Reports open for teachers to set goals
- Monday Week 9 (Term 1 and Term 3) – Personalised Learning Plan goals to have been assessed by teachers
- Monday Week 1 (Term 2 and Term 4) – Personalised Learning Plan Reports open for teachers to set goals
- Monday Week 10 (Term 2 and Term 4) – Personalised Learning Plan goals to have been assessed by teachers
- Friday Week 10 – Personalised Learning Plan Reports available to parents/carers

References

Horizons of Hope (2016). *Foundation Statement: Curriculum in a Catholic School*. Catholic Education Melbourne: Melbourne.

Catholic Education Commission of Victoria Ltd (CECV) (2017). *Reporting Student Progress and Achievement – 2017: Revised Guidelines for Victorian Catholic Schools*. Catholic Education Melbourne: Melbourne.

Victorian Curriculum and Assessment Authority (2014). *F-10 Curriculum Planning and Reporting Guidelines*. VCAA: Melbourne.

VRQA Guidelines to the minimum standards 2019.

Appendices

Sample Interim Report
Sample Semester Report