Rationale
- Accurate and comprehensive reporting of school and student performance aids 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 assistance.

Aims
- To report school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Actions
- Schools are responsible for reporting on student achievement to the students themselves, to parents, other teachers and schools, and to the school council through the annual report.
- Each year our school will provide parents with at least two written reports on individual student achievement, indicating progress against VELS levels in all domains. Where necessary, translations into other languages will be provided.
- Written reports will include a summary of the curriculum and assessment program for the student’s class, achievement in relation to VELS levels in all domains, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the VELS (including attitude, participation, extra-curricular activities, social skills), and a student self-assessment in years 3-6.
- Staff will participate in moderation professional development to aid making consistent judgements across the VELS levels.
- We will offer three parent/teacher interviews per year – an introductory session early in term one, one interview after the mid-year report and one at the end of the year will be offered if appropriate. Where necessary, interpreters will be provided.
- Our school will progressively develop learning improvement plans for individual students in consultation with parents and, where appropriate, with others with specific expertise.
- We will participate in the National Assessment Program – Literacy & Numeracy [NAPLAN] so as to gain information for staff, parents and students on students’ progress in relation to the VELS & National levels.
- We will provide in-services for parents on VELS, the school’s report format, and the NAPLAN.
- The schools will assess the achievements of students with disabilities and impairments in the context of their Educational Learning Plan. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be reviewed and reported by the program support group.
The school will provide all required performance data to DEECD and the community by means of an annual report, as well as an Executive Summary of performance data will be presented to all School Councillors.

Students for whom English is a second language will have their progress in English reported in relation to the stages of the ESL Companion to the English VELS.

The principal will report progress to School Council on a regular basis.

**Evaluation**

This policy will be reviewed as part of the school’s three-year review cycle, or at any time that DEECD policy changes influence reporting practices in schools.