

# ESPERANCE SHS EDUCATION SUPPORT CENTRE: REPORTING POLICY

## Purpose

- To highlight the procedures and guidelines that underpin the Department's policy on reporting.
- To establish timelines for reporting student achievement and progress.
- To highlight the methods of reporting employed by the Education Support Centre.

## Rationale

The ESC Policy is based on the Department of Education and Training's **Curriculum Assessment and Reporting** policy which states:

*Government schools will report regular and relevant information to parents/caregivers on students' achievement.*

The school's reporting practices reflect the school's and community's beliefs on the learning outcomes for the students. These beliefs are highlighted in the School Development Plan. The school's report will provide clear and accurate information to parents and teachers. Consequently, teacher and parents will be able to analyse and plan for the students' future development.

Parents and caregivers form an integral part of the student's social and academic development and are encouraged to contribute their knowledge about their child's aspirations, strengths and concerns.

## Reporting Format

The Education Support Centre has developed a reporting format that best meets the needs of the school and the school community. The format is easy to understand and adheres to the requirement set about in the department's policy. The reporting format will be standardised across the whole centre but offers some flexibility with regard to reporting outcomes for upper school students.

## Methods of Reporting

The school will use a range of communication strategies to effectively and accurately report student progress and achievement to parent and caregivers. These strategies are highlighted below.

### ***Formal Reports***

Formal semester reports will be provided to students at the end of Term 2 and then again at the end of Term 4.

Formal reports will be written and summative. In the lower school they will track the student's progress across the five priority areas highlighted in the *Individual Education Program*. The report will include aspects of the student's:

- Academic achievement and progress
- Values development
- Work habits and effort

The teacher will also make a comment on the student's current level of achievement.

In upper school the student's report will track the progress of the student across the four/five priority areas highlighted in the *Individual Transition Plan*. The report will include aspects of the student's:

- Academic achievement and progress
- Values development
- Work habits and effort
- Vocational Education and Training competencies(where applicable)

The teacher will also make a comment on the student's achievement and attitude.

*Informal Reporting*

Parent interviews will be conducted early in Term 1 and then again early in Term 3. During these meetings the parents and teachers will develop the student's *Individual Education Plan* and *Individual Transition Plan*. Parents will also receive feedback on their child's progress and have the opportunity to have input in the development of outcomes. Parents and caregivers are encouraged to make contact with their child's teacher to set up additional parent-teacher meetings when required.

**Timelines and Reporting dates**

<b><u>Reporting</u></b>	<b><u>Time</u></b>	<b><u>Year Group</u></b>
Parent Teacher meeting to develop Individual Education Plan/Individual Transition Plan	Week 3/4/5 Term 1	Whole School
Formal Reports Semester 1	Last week of Term 2	Whole School
Parent Teacher meeting to develop Individual Education Plan/Individual Transition Plan and evaluate old plans.	Week 3/4/5 Term 3	Whole School
Formal Reports Semester 2	Week 9 Term 4	Whole School

**Please note:** The ESC will not be providing interim reports for the students. However, the high school will provide interim reports to those ESC students enrolled in mainstream classes.

**Review**

Parent/caregivers feedback is encouraged during this process to ensure that the reporting system is functioning effectively. Parent/caregivers can contact the school or the class teacher for more information on this policy.

**Policy to be reviewed by end 2006**