



MONTPELLIER PRIMARY SCHOOL REPORTING STUDENT ACHIEVEMENT AND PROGRESS F-10 POLICY



Help for non-English speakers

If you need help to understand this policy, please contact the Language Loop: Phone 03 9280 1955 for interpreters or call our school office on [\(03\) 5243 2521](tel:0352432521).

PURPOSE

The purpose of this policy is to establish a consistent and transparent process for reporting student achievement and progress to students, parents/guardians, and teachers.

POLICY

The reports will provide information on students' progress towards learning goals, as well as their strengths and areas for improvement. Reports will be based on a variety of assessment methods, including tests, projects, and classroom observations. In addition to formal reports, teachers will communicate with parents/guardians on an ongoing basis about their child's progress and academic needs. This communication may take the form of parent-teacher conferences, emails, phone calls, online posts or other methods.

Access to Reports: Parents/guardians will have access to their child's reports via an online portal (Compass) or other designated method (printed, mailed to split-families where applicable). Reports will be password-protected and only accessible to the student's family and authorised school personnel.

Confidentiality: Montpellier Primary School recognises the sensitive nature of student achievement data and will ensure that reports are handled with confidentiality and care. This policy for reporting student achievement and progress is intended to promote transparency, collaboration, and student success at Montpellier Primary School.

SUMMARY

Schools are required to formally report student achievement and progress to parents/carers at least twice per school year for each student enrolled at the school. The report must be a written report (print or digital), be in an accessible form and be easy for parents/carers to understand. Schools must report directly against the Victorian Curriculum F-10 achievement standards.

DETAILS

Requirements for student reporting in Victorian government schools are defined with reference to; the Guidelines to the Minimum Standards and Requirements for School Registration issued by the Victorian Registration and Qualifications Authority (VRQA), the F-10 Revised Curriculum Planning and Reporting Guidelines issued by the Victorian Curriculum and Assessment Authority (VCAA) and departmental policies

REPORTING TO PARENTS/CARERS

Schools are required to formally report student achievement and progress to parents/carers at least twice per school year for each student enrolled at the school. The report must be; a written report (print or digital), in an accessible form, and easy for parents/carers to understand.

Schools must report directly against the Victorian Curriculum F-10 achievement standards. Both student achievement and progress must be included in the report. This includes providing a teacher judgement against the achievement standards, assigned as a score, that accurately reflects where each student is along the relevant learning continuum for all curriculum areas taught during the reporting period. Progress must also be shown since the last time each curriculum area was reported on. A 5-point scale must also be used when reporting on student achievement and/or progress, noting that:

- this requirement cannot be met by using the existing levels of the curriculum
- at least an age-related 5-point scale is required for English, Mathematics and Science
- an age-related scale is not required for all other curriculum areas, including EAL, and for students with disability and/or additional needs. In these cases, another kind of five-point scale must be used (for example, a scale developed around learning goals, learning dimensions or expected progress)
- more than one scale may be used for the same learning area or capability. For example, Science may include a scale against learning goals as well as the required age-related scale

The department does not prescribe a reporting format. Opportunities must be provided for parents/carers and students to discuss the school report with teachers and/or school leaders. Interpreting services are available for communicating with parents/carers who require assistance in understanding their child's achievement and progress. Refer to Interpreting and Translation Services. Note, in the case of students with an individual education plan, there may be specific instances where a school decides in partnership with an individual student and their parents/carers that an alternative to a full report for that student is appropriate. Further support, guidance and advice regarding student reporting can be found on the Guidance tab.

REPORTING TO THE DEPARTMENT

Schools must upload their student achievement data via CASES21 twice yearly – by 30 June and 31 December each year. Schools must record data in the department's specified format so that CASES21 can accept it. There are 2 methods for recording data:

- an import/export process utilising commercial reporting software
- direct entry into CASES21

If schools use commercial reporting software, they must ensure the vendor is compliant with the department's specified format. This data is used by the department to:

- automate some reporting processes for schools – for example, preparation of the performance summary in each school's annual report to the school community, which is a statutory requirement for every school
- provide school improvement reports to school leaders so they can better understand student achievement and progress at the cohort levels and across the whole school – such reports can help inform school strategic planning and review
- identify characteristics and trends in data across schools that may need to be investigated or attended to by the department (for example, a sharp increase or decline in achievement at the highest levels in one or more learning areas)

RECORDS MANAGEMENT

Schools are required to create, manage and dispose of electronic and hardcopy public records – for example, student records, in accordance with the Public Records Act 1973 (Vic), standards issued by the Public Record Office Victoria (PROV) and policy and guidance issued by the department. Student reports are records. In some cases, they are considered permanent records, which prohibits their disposal.

For further information on records management in schools refer to Records Management – School Records. The School records retention guide (XLSX) (staff login required) in this topic provides information on common school records, including student reports, and their minimum retention periods.

MONTPELLIER PRIMARY SCHOOL EXPECTATIONS

General Comments will include:

- A paragraph outlining the progress and achievements during the Semester which can incorporate; the learner characteristics of the students, how the student meets the School Values, links with the SWPBS matrix of expectations, the student's personal and social capability, school events and level of participation, leadership roles

EXPECTATIONS ON REPORTING ON NEW STUDENTS, DISENGAGEMENT, DISABILITY AND EAL

New Student Enrolment	Action
(A) Student here less than half a term in the Semester	No Progression Points Code: DNP LE Limited comment on transition
(B) Student here for more than half a term in the Semester	Progression Points where applicable & accurate in the timeframe Limited comment on transition
(C) Attending for more than one term in the Semester	Full Report

Examples sentence stems:

Report A: X has not received a report this semester as their learning has not been assessed due to insufficient attendance at Montpellier Primary School

Report B: X has received a limited report this semester as their learning has not been fully assessed due to insufficient attendance at Montpellier Primary School

Disengagement	Action
(A) Student has not attended enough sessions to receive an accurate report (less than 5)	No Progression Points Code: DNP LP Limited comment including plans for engagement
(B) Student has only attended some sessions (5-10) but has limited participation in the sessions	Progression Point given Comment on plans for engagement next Semester
(C) Student attends all sessions but participates in modified tasks	Full Report

Disability & Inclusion	Action
(A) Student is unable to access content in the Victorian Curriculum. Student has a modified curriculum for all subjects	No VC Progression Points Code: DNP-EX ABLES Assessment completed Comment reflects progress and support
(B) Student can show progress in the Victorian Curriculum with support. Modified curriculum for some subjects	Progression Points for applicable subjects Code: DNP-EX for those subjects not engaged with ABLES assessment if applicable Comment reflects progress and support
(C) Student can access the Victorian Curriculum with support and show progress in achievement standards	Full Report

EAL	Action
(A) Newly arrived student to Australia or transferred from language school with early immersion skills	EAL continuum Pathway A report given Comment reflects progress and support including GELC
(B) Students between Years 3 – 6 with mid immersion language skills (eg: some experience of English language. Fewer than two years of formal learning)	EAL continuum Pathway B report given Comment reflects progress and support including GELC
(C) Student has developed skills beyond EAL pathways	Full Victorian Curriculum Report

PARENT COMMUNICATION

If the progression point given is 12 months or more behind expected level or has not reflected growth then it is important for teachers to communicate with their student's parents/guardians when they mark students below the expected level. This communication is crucial and should not come as a surprise. Furthermore, effective communication can help to build a stronger relationship between the teacher and the student, which can be beneficial for all teachers, parents and students. When communicating with parents, it is important for teachers to be clear, concise, and respectful. Furthermore, this can help to ensure that all stakeholders are aware of the situation and can work together to support the student's academic progress.

TIMELINE FOR REPORTING STUDENT PROGRESS

Term 1	Term 2	Term 3	Term 4
Meet the teacher	Semester One reports Parent Teacher interviews		Semester Two reports

EFFORT AND BEHAVIOUR

A five point scale will be used to reflect effort and behaviour in each Semester report

COMMUNICATION

This policy will be communicated to teaching staff at the beginning of Term 2 and Term 4.

POLICY REVIEW AND APPROVAL

Policy last reviewed	2024
Approved by	Principal
Communication and feedback	This policy is always accessible on the school website and feedback from the community can be directed to the school at any time for the School Council to consider.
Next scheduled review date	Before Term 4 2027

If changes from the Department of Education occur or if there is feedback from the community, this policy will be reviewed.

This policy will also be updated if significant changes are made that require a revision of Montpellier Primary School's class placement process.