



REPORTING POLICY

Definition

Reporting is the communication of clear and comprehensive information regarding student progress and achievement on what has been assessed.

Reporting should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest feedback with sensitive communication of strengths and weaknesses.

Principles

The reporting process has as its fundamental aim the facilitation of the full human and Christian development of every individual. Reporting at Mount Lilydale Mercy College ensures that the dignity of the human person of both staff and students is respected and through its many activities, students will receive clear indications of progress regarding:

- the full range of areas of the curriculum undertaken at each phase of schooling;
- the acquisition of knowledge, skills, attitudes, values, social and personal development associated with the teaching and learning in each area;
- the content of the work undertaken together with a clear indication of how well the learning outcomes have been achieved;
- action that can be taken to improve their learning; and
- requirements for the next stage of learning together with any prior preparatory work that may need to be undertaken.

Reporting may use both formal and informal methods.

Reporting provides clear information for future choices for all parties involved. Reporting enables the particular gifts and talents of a student to be recorded. It traces the growth of independent thinking and learning, the creative insights and the development of the student's sense of responsibility for learning. It is a support for parents who are leading their children into responsible adulthood.

Reporting ensures students and parents/guardians receive a regular and balanced account of the student's progress including future courses of action which are essential for student development, motivation and self-esteem.

Formal reporting needs to be based on accurately recorded data.

Presentation of reports will reflect a high level of professionalism.

Appropriate audiences

Audiences include:

- the student who is assisted in learning by a knowledge of the formal and informal assessments made by teachers;
- the parents/guardians of the student, who, as partners with the College in the educational process, have a right to know the assessments made of the student's progress. The College has a responsibility to ensure that written reports are meaningful to parents/guardians by using language that they understand;
- the College which uses assessments of student progress in the curriculum to contribute to reviewing the College's curriculum and the manner in which it is presented to students;
- the Catholic sector which has a duty to ensure that education of all students is adequately funded and efficiently carried out; and
- the Government and government agencies which have mandated a style of report and have mandated standardised testing for students at several levels.

Other groups or individuals who require statements about a student's learning experience will be provided with a College reference at the student's request.

Methods of reporting

There are various means of communication at Mount Lilydale Mercy College, informal and formal, and verbal and written. These include:

- information nights;
- study planner;

- written feedback on completed work;
- oral feedback from teachers to students about work;
- contacting parents/guardians by telephone conversations, voice messages or text messages or email;
- Student Progress interviews from teachers to students and parents;
- College newsletter;
- interim reports (issued at the end of terms one and three); and
- formal summative reports (issued at the end of terms two and four).

The Formal Summative reports should provide:

- details of student work satisfactorily or unsatisfactorily completed;
- assessments of levels of achievement of the work skills in all areas of the curriculum;
- assessment of Learning Outcomes;
- level of achievement of School Assessed Tasks; and
- specific learning recommendations and suggestions to improve performance.

Pastoral Care Reports by the Homeroom teachers aim to be constructive, affirming of achievements and excellence and should comment on attitudes and values being developed, from a pastoral perspective, and on each student's contributions to the general life and activities of the College.

Teachers are reminded of the need to follow the **Report Writing Guidelines** booklet as distributed annually by the Curriculum Management Team.

Policy Development and Review

This policy was developed by the Director of Learning and Deputy Principal – Director of Studies in consultation with the Heads of Department in 1999. This Policy was reviewed in 2011 and will be reviewed again in 2013 or as required to meet requirements of the Australian Curriculum.