



**Help for non-English speakers**, if you need help to understand the information in this policy, please contact the school office.

## 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.

## SCOPE

This policy applies to all students enrolled in Barton Primary School and their families, as well as teachers responsible for assessing and reporting on student achievement and progress.

## 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 authorized school personnel.
- Confidentiality: Barton 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 Barton 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)
- 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, or
- 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).

Further support and advice can be found in the [Guidance tab](#).

## 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.

## BARTON PRIMARY SCHOOL EXPECTATIONS

### Non-negotiables – comments must include:

- At least two sentences about learning progress and achievement
- A sentence on how the student meets the School Value; *links SWPBS matrix of expectations to school values*
- A sentence on school events and students' level of participation  
*Excursion, incursions, special school events, camps, swimming, lunch time clubs and leadership roles*
- What support(s) the teacher or the school provide for students to succeed  
*IEP, BSP, ES, Allied Health, Youth Workers*
- The student's personal and social capability
- A specific goal for the next semester

## Curriculum Areas / Subject Reporting Expectations

Curriculum Area	Strands	Prep	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
English/EAL	Reading	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1
	Writing	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
	Speaking & Listening							
Mathematics	Number & Algebra	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1
	Measurement & Geometry	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
	Statistics & probability							
Specialist Subjects	Physical Education	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1
	Visual Arts	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
	Performing Arts							
	Spanish							
Science		N/A	N/A	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
Humanities	History	N/A	N/A	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
	Geography	N/A	N/A	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
	Civics & Citizenship	N/A	N/A	N/A	Semester 2	Semester 2	Semester 2	Semester 2
	Business & Economics	N/A	N/A	N/A	N/A	N/A	Semester 2	Semester 2
Technologies	Design & Technologies	N/A	N/A	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
	Digital Technology	N/A	N/A	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2
General Capabilities	Personal & Social Capability	Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2
	Ethical Capability	N/A	N/A	N/A				
	Intercultural Understanding Critical & Creative thinking				Semester 2	Semester 2	Semester 2	Semester 2

## Expectations on reporting on new students, disengagement, and disabilities

<i>New Student Enrolment</i>		<i>Reporting Action</i>
A	<b>Student here less than 5 weeks before reports go home</b>	No progression points required Reporting code: DNP-LE Limited comment
B	<b>Student here within 5-10 weeks of report going home</b>	Limited comment Progression points for areas which can be reported upon accurately in the time frame.
C	<b>Student attending school 10 or more weeks</b>	Full report
General Comment for <b>ALL</b> new students		

### Examples sentence stems:

- Report A: <Student> has not received a report this semester as their learning has not been assessed due to insufficient attendance at Barton Primary School.
- Report B: <Student> has received a limited report this semester as their learning has not been fully assessed due to insufficient attendance at Barton Primary School.

<i>Disengagement</i>		<i>Reporting Action</i>
A	<b>Student has not attended enough sessions to receive an accurate report (less than 5)</b>	No progression points required Reporting code: DNP-LP Comment around plans for engagement in the following semester
B	<b>Student has only attended some sessions (5-10) but has limited participation in the sessions</b>	No progression points required Reporting code: DNP-LP Comment around plans for engagement in the following semester
C	<b>Student attends all sessions but participates in modified tasks</b>	Full report

<i>Disability Inclusion</i>		<i>Reporting Action</i>
A	<b>Student is dual enrolled or unable to access the content in the Victorian Curriculum. Student has a modified curriculum for all subjects</b>	No Vic Curriculum progression points required Reporting code: DNP-EX ABLES assessment completed and in report Comment reflects achievement, progress and support.
B	<b>Student can access (and show progress in) the content in the Victorian Curriculum with support. They may have a modified curriculum for some subjects.</b>	Progression points for all subjects which are accessible. Reporting code: DNP-EX for any subjects which are not ABLES assessment completed and in report Comment reflects achievement, progress and support.
C	<b>Student can access content in the Victorian Curriculum with varied levels of support and are able to show progress in achievement standards.</b>	Progression points for all subjects Comment reflects achievement, progress and support.

### Parent Communication if the progression point is 12 months or more behind expected level

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.

### Staff Responsibility (who is reporting)

<i>Staffing</i>		<i>Reporting Action</i>
A	<b>Full time classroom teacher for semester</b>	All progression points for subjects areas taught throughout semester General comments for all students
B	<b>Specialist teachers</b>	Progression point for all students in taught classes Comment for 5 students per class taught
C	<b>Classrooms with co-teachers</b>	Progression points and general comments are split based on time fraction e.g 60/40. This can be percentage of each child's report or splitting up the students based on time fraction
D	<b>Classrooms/specialists with teachers for part of semester</b>	For teachers leaving part way through a semester, teacher judgment scores and sentences for the general comment should be left based on students' achievement by the time the teacher has left. e.g if the teacher works half of the semester (1 term) then a teacher judgement score for areas taught within that term and enough sentences for half of the general comment should be left.

## Timeline for reporting student progress

Term 1	Term 2	Term 3	Term 4
Meet the teacher interviews available at the beginning of the school year.	Semester 1 reports available to parents in the last week of term.	Parent/teacher interviews in first 2 weeks of term	Semester 2 reports available to parents at the start of December.  Parent/teacher interviews available by request in the last 2 weeks of school.

### PARENT TEACHER INTERVIEWS

Opportunities must be provided for parents/carers and students to discuss the school report with teachers and/or school leaders. These are scheduled within two school weeks after the reports are available to the parents/carers.

In some instances, teachers may meet with the parents/carers BEFORE the report is made available, or meet at more regular interviews, to discuss the student's progress, achievement and goals. This is common for students' Individual Education Plans and/or Behaviour Support Plans.

### EFFORT AND BEHAVIOUR

A student's effort and behaviour within subject areas will be commented on in the general comment, including any support or adjustments the student requires to engage with the curriculum area. No 5-Point Scale will be included in the reports.

Students who are at risk of disengagement may receive an Individual Education Plan with modified or alternative learning goals to increase their engagement and achievement in learning. Students who display behaviours which affect their learning achievement may receive a Behaviour Support Plan. These plans are formed in consultation with the student's parents/carers and other relevant staff (e.g Youth Workers, Educational Support Staff, Allied Health etc.)

### *Specialists subject:*

Where a student is at risk of low-level participation and engagement, and cannot receive an achievement score (DNP-EX), the specialist subject teacher *must* include a comment reflecting the level of engagement and achievements.

### **DEFINITIONS**

#### **CASES21**

The software component of the Computerised Administrative System Environment for Schools English as an additional language (EAL) student

A student for whom English is an additional language (EAL) is a student who:

- comes from a language background other than English
- speaks a language other than English as their main language at home
- may or may not attract EAL index funding

Related policies

- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Curriculum Programs Foundation to 10](#)
- [Individual Education Plans \(IEPs\)](#)
- [Records Management – School Records](#)

## COMMUNICATION

This policy will be communicated to teaching staff at Barton Primary School via email & professional learning at the beginning of Term 2 and Term 4.

Additionally, this policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Hard copy available from school administration upon request

## RELATED POLICIES AND RESOURCES

[Reporting Student Achievement and Progress Foundation to 10](#)

## POLICY REVIEW AND APPROVAL

Review and Revision: This policy will be reviewed and revised on an annual basis by the school administration and teaching staff to ensure that it remains relevant and effective in supporting student learning.

Policy last reviewed	13/07/2023
Approved by	Principal
Next scheduled review date	13/07/2026