



Plenty Parklands
Primary

REPORTING STUDENT ACHIEVEMENT AND PROGRESS POLICY

RATIONALE

Accurate and comprehensive reporting of 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 student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

POLICY

This policy outlines Plenty Parklands Primary School's obligations relating to student reporting across Foundation to Level 10 (F–10) (including English as an Additional Language (EAL) students) to parents/carers and the department.

SUMMARY

- Plenty Parklands Primary School formally reports student achievement and progress to parents/carers twice per school year in June and December for each student enrolled at the school.
- The report will be a written report presented in a digital format in Compass and be easy for parents/carers to understand.
- Plenty Parklands Primary School reports directly against the [Victorian Curriculum F-10 achievement standards](#).
- Both student achievement and progress are included in the report. This means that for each curriculum area taught, the report includes:
 - a teacher judgement(s)
 - an indication of progress since the curriculum area was last reported on
 - a five-point scale.
- Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Plenty Parklands Primary School, in partnership with student and their parents/carers, may consider an alternative to a full report for students with an individual education plan.
- Plenty Parklands Primary School uploads student achievement data via [CASES21](#) twice yearly – by 30 June and 31 December each year.
- Student reports must be kept for identified time periods. In some cases, student reports are considered permanent records, which prohibits their disposal.

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

- Plenty Parklands Primary School formally reports student achievement and progress to parents/carers twice per school year in June and December for each student enrolled at the school. The report must be:
 - a written report presented in a digital format
 - in an accessible form, and
 - easy for parents/carers to understand.
- Plenty Parklands Primary School 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. Plenty Parklands Primary School will use the reporting templates available within Compass.
- 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.
- Parents are provided with three formal parent/teacher interviews per year – an introductory interview early in term one, and one interview in late term 1 to present learning goals and discuss progress and one in late term 3 to share progress towards learning goals.
- Students for whom English is a second language will have their progress in English reported in relation to the stages of the EAL Companion to the English Victorian Curriculum.

REPORTING TO THE DEPARTMENT

Plenty Parklands Primary School 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.

Plenty Parklands will export the data from Compass and import the data 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 case, 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.

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

EVALUATION

- This policy will be reviewed in line with best practice, new legislation and guidelines.

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2023
Consultation	PLC Leaders – August 2023 Leadership – August 2023 School Council – September 2023
Approved by	Principal and endorsed by School Council in September 2023
Next scheduled review date	August 2026