Rationale:
- Accurate and comprehensive reporting of school and 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 review, and further develop, the current reporting format and parent/teacher interviews process.
- To report school, and student performance, accurately and comprehensively.
- To improve student learning by determining areas of current, and future, need.

Implementation:
- Schools are responsible for reporting on student achievement to students, parents, other teachers and schools, and to the school council through an annual report.
- Interviews will include an indication of a student’s strengths, areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the CSF (including social skills, work habits, attitude, participation), and a student self-assessment.
- Our school will provide parents with at least two written reports on student achievement, indicating progress against CSF levels in all key-learning areas. From 2006 onwards progress reports will be inline with VELS standards.
- Staff will participate in moderation, and Essential Learnings, professional development.
- We will provide two formal parent/teacher interviews per year – an introductory interview early in term one, and one interview after the mid-year written reports are distributed. Where necessary follow up interviews will be organised for students at risk.
- Our school will progressively develop individual learning improvement plans for students in need, in consultation with parents, students, and when needed, others with specific expertise.
- We will participate in the Achievement Improvement Monitor (AIM) so as to gain information for staff, parents and students on student’s progress in relation to the CSF levels.
- We will provide in-services for parents on the CSF, VELS, AIM and the schools reporting format via departmental information sessions.
- The school will assess the achievements of students with disabilities and impairments in the context of the CSF. Program support groups will help develop individual student profiles containing learning goals for each student.
• Review written and verbal reporting processes annually through feedback from parents and teachers. Collate the information for discussions with the reporting team of any alterations/improvements suggested.
• Present findings and interview procedures to the staff and School Council.
• Revise mid-year interviews/reports through staff and parent evaluations.

Evaluation:
• Review the policy annually, towards the beginning of the year, to allow the inclusion of any new reporting practices.
• Gather written feedback from teachers at the beginning of the year and from parents and teachers after mid-year interviews and reports, to determine any improvements that are needed.
• Collate all information for follow up discussions with the reporting team, staff, parents and School Council.

This policy was last ratified by School Council in... August 2005