PURPOSE
Reporting is the process of providing information, both formally and informally, about the progress of student achievement. The purpose of reporting is to provide information about student learning. The principles below underpin effective reporting:

- Reporting of student achievement has a number of purposes for a variety of audiences such as students, parents, teachers, school and the wider community.
- Reporting should provide a diagnosis of areas of strength and need, including those in which the students might be given additional support.
- Reporting information needs to be clear and appropriate to the audience.

POLICY
Reporting to Students
Reporting to students should be a continuous process of two-way communication between teachers and students. At Sacred Heart Central School we agree to use Assessment for Learning as a means of informing our teaching practice, and just as importantly as part of this cycle, students need to be aware of their performance and achievement in order to continuously monitor and take responsibility for their own learning.

Reporting to students may take a number of different forms, including, but not limited to:

- Critical dialogue and conferencing between teacher and student
- Regular marking of student books and work samples
- Detailed feedback on formal assessment tasks using checklists and rubrics
- Public recognition of student achievements including: Primary assemblies, Gotchya awards, Star of the week, secondary awards, encouragement and achievement awards
- Planning and preparation for the 3-Way Conferences
- Feedback during 7 to 10 Parent / Student Interviews

Reporting to Parents
At Sacred Heart Central School, reporting to parents is an ongoing cycle of communication. The reporting process involves five main processes:

- Informal conversations with parents, emails and phone calls
- Formal meetings
- Formal school reports (OnTrack, RRR)
- 3-Way conferences

PROCEDURES
Formal School Reports
Sacred Heart Central School A to E Reports are issued to parents at the end of Term 2 and Term 4. These reports meet Federal Government regulations for reporting to parents. The grade allocated for each Key Learning Area, in Years 1-10, follows the Common Grade Scale for Reporting to Parents in NSW.

The K-6 report format is in line with the Archdiocese of Canberra Goulburn, and the Years 7-10 report is an Archdiocesan designed report. Reports do not demonstrate the position students hold in class, although the grade distributions for each cohort are available upon
request, as per Federal Government Regulations. All students receive a graded report from 2015.

**Common Grade Scale**
The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels. Teachers award a grade that most appropriately describes a student’s performance.

- **A** - The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

- **B** - The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

- **C** - The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

- **D** - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

- **E** - The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

**Catholic Education Office**
The distribution of grades from Years K-10 is obtained by Catholic Education through OnTrack and RRR data.

**External Test – NAPLAN**
Throughout K to 10, students undergo a number of mandatory external tests in Years 3, 5, 7 and 9. These results of which are formally reported to parents, the school and community. Students are assessed of the following areas:

- Spelling, Grammar and Punctuation
- Writing
- Reading
- Numeracy

**Reports**
The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. All teachers at Sacred Heart are issued with guidelines regarding reporting, refer to assessment policy.

Formal written reports used in Secondary at Sacred Heart include:

- **Interim Reports**
- **Outcomes-Based Reports** (RRR)

Formal written report used in Primary at Sacred Heart:

- **Outcomes-Based Reports** (OnTrack)
Each outcome is rated against the Course Performance Descriptors. The language used for each of the five Grades is aligned with BOSTES.

- Extensive
- Thorough
- Sound
- Basic
- Elementary

An overall grade for the subject for each semester is allocated using the same five ratings.

**Reporting Schedule**

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**RELATED POLICIES**

*Assessment Policy*

Approved by: School Board
Issuing Group: Executive
Implementation Date: 2015
Supersedes Policy Dated: 2010
Revision Date: 2020
Contact Officer: Principal