Catholic Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

Reporting K–12 Policy

APPLICABLE TO	All Catholic schools in the Diocese of Maitland-Newcastle
DOCUMENT OWNER	Head of Teaching & Learning Services
APPROVAL DATE	November 2017
APPROVED BY	CSO Leadership Team
SCHOOL ACTIONS	A school policy is required to be developed that may be adapted from this policy, together with procedures that are consistent with and align to the policy.
LAST REVIEW DATE/S	2007
NEXT REVIEW DATE	This policy will be reviewed as required in line with amendments by NSW Government or NSW Education Standards (NESA) or Commonwealth Government.
RELATED DOCUMENTS	Aboriginal Education 2013 Assessment K–12 2017 Continuum of School Improvement 2016 Early Learning Policy 2017 Gifted Education Policy 2016 Learning Framework 2017 Learning Support Policy 2017 Programming K–12 Policy 2016

Purpose

This Reporting K–12 Policy aims to support diocesan schools in implementing NSW Education Standards Authority (NESA) curriculum requirements within a Catholic school context.

This policy acknowledges and promotes a standards-referenced approach to reporting student achievement in NSW. The primary purpose of reporting and providing meaningful feedback is to improve student learning; consequently, the reporting process must be an integral part of the teaching and learning process.

Policy Statement

The 2017 revision of the Reporting K–12 Policy reflects changes to NESA syllabuses and advice incorporating the Australian Curriculum, registration and accreditation requirements, Commonwealth and State Government requirements, and the Australian Professional Standards for Teachers (APST). It sets the framework and provides direction for diocesan schools for a K–12 approach to reporting.

The revised policy maintains Commonwealth Government requirements as part of funding regulations under the Education Act 2008 and subsequent legislation. All schools are to provide reports to parents that adhere to these requirements. The Principal as instructional leader has overall responsibility for the provision of quality teaching, learning, assessment and reporting student achievement, and in the monitoring and the implementation of this policy.

The revised policy also incorporates the use of standard reporting formats for primary and secondary schools generated by the Student Information System (MNSIS) Compass product.

Catholic schools aim to be places of quality teaching and meaningful learning, where young people are supported in their development and growth, improvement and achievement. As a system policy, Reporting K–12 is underpinned by a Catholic worldview that guides and informs everything we do in Catholic schools, and as espoused in the Nature and Purpose of Catholic Schools (2011), the Vision Statement for Catholic Schools (2016) and the system Learning Framework 2017.

Reporting K–12 fits within and is complemented by the diocesan Learning Framework, *Building capacity through professional learning,* in that it requires '*a deep knowledge of NESA syllabus, programming, assessing and reporting requirements to meet the learning needs of students....'*

This policy will be reviewed as required by the system or NESA, or as prescribed by other Government legislation.

Definitions

NSW syllabuses state what students at each stage are expected to learn. Reporting student achievement is based on what students at each stage have learned. Written reports include an overall achievement level against syllabus standards using a **common grade scale of A-E.** Teachers make *professional on-balance judgements* to decide which grade description best matches the standards their students have achieved, by awarding A to E grades.

*Achievement standards or awarding a grade (A-E), describe **how well** students have achieved at a point in time.*

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades

http://www.boardofstudies.nsw.edu.au/rosa/grading/

Scope

This policy applies to all schools, teaching staff and system personnel in Catholic schools in the Diocese of Maitland-Newcastle.

Guiding Principles

Reporting should:

- reflect a belief that all students can improve, progress and achieve success in learning
- be an integral part of the teaching and learning cycle
- be inclusive of and reflect the needs of all students in relation to reporting requirements
- be valid and reliable with evidence based on a variety of contexts allowing for on-balance judgement
- summarise a student's progress, areas for improvement and achievement of syllabus outcomes at a point in time, be based on a collection of evidence/data that is built up over time
- be a formal process that provides feedback to students and parents about a student's progress, areas for improvement and achievements
- be part of an ongoing process where reporting progress is monitored over time.

Responsibilities

The following information sets out levels of responsibility for those involved in the processes of reporting student learning outcomes and achievement.

CATHOLIC SCHOOLS OFFICE

The Catholic Schools Office is responsible for:

- providing support to schools in the process of embedding Catholic Principles in teaching programs inclusive of assessment and reporting practices
- providing direction to schools through the implementation of the Reporting K–12 Policy
- providing advice, support material and opportunities for professional development in relation to developing a consistent understanding of standards, and making on-balance judgements for formal reporting A-E
- providing support to schools in the discussion, analysis and triangulation of data including class/school-based and external assessment data to assist with reporting processes
- supporting schools to meet NESA and Commonwealth Government requirements for reporting
- providing a standard reporting system and formats for primary and secondary schools generated by the Student Information System (MNSIS) Compass product as part of CEnet
- monitoring the implementation of the Reporting K–12 Policy through relevant system, school self-review and external review processes, as part of the Continuum of School Improvement (COSI) model.

SCHOOLS

As part of NESA, Government and diocesan requirements, schools will have:

- a **Reporting Policy** which overviews the overall school processes for reporting student progress, improvement and achievement in their learning.

The Reporting Policy should contain the **school's procedures** that respond to the Commonwealth Government and other requirements:

- a **formal report** to parents **twice a year** – this is a standard report generated by MNSIS Compass Kindergarten -Year 11
- uses **plain English**
- a report that uses a 5-point **common grade scale A-E (Year 1-11 only)**
- includes **comments and information** about a student's achievements in relevant KLAs and identifies areas where she/he may need help, and how she/he can improve
- provides appropriate reporting mechanisms for **students with special needs**
- provides information about a student's **commitment to learning and personal and social development**
- with **opportunity for interview with parents** to discuss a student's progress; usually this would be a formal opportunity mid-year and end of year
- a **comparison of a student's achievement *** with that of other students in the same Year group be made available to each parent on request
- **student attendance** is noted on the report.

***** A comparison table is generated by the MNSIS Compass electronic reporting system to provide this information to parents.

Other school procedures should note:

- opportunities for communicating and reporting to parents about student progress and personal and social development outside of the twice yearly formal report. These opportunities may include but are not limited to: student/teacher/parent interviews; the use of portfolios/collections of work samples as the basis for discussion; conversations with parents to discuss social and behavioural issues, homework, as relevant; distribution of information regarding yearly curriculum overviews at parent/teacher meetings
- the provision of NAPLAN reports, other standardised assessments and other assessments at relevant times
- information about how reports are completed and by whom.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/recording-evidence

Principals and/or their delegates will be responsible for:

- ensuring that the school policy is adapted from or revised to align with this system policy
- leading the development of school procedures to align with this policy
- ensuring that NESA requirements for curriculum and registration compliance are in place
- ensuring that reporting practices are consistent and enacted by all staff
- ensuring that teachers are using all available evidence to make professional summative judgements about student progress, areas for improvement and achievements, including from ongoing class assessment data and from external assessment data including Best Start, NAPLAN, Religious Literacy, ACER PAT, HSC etc.
- leading the analysis and discussion of school-wide data including state-wide tests and examinations to inform the reporting process
- providing ongoing opportunities for collaboration between teachers to ensure moderation of evidence and consistency of judgement in awarding grades A–E
- reporting student achievement as required by government authorities in Annual School Reports and as needed from time to time
- providing formal twice-yearly and other opportunities for parents and carers to be informed about student progress.

Teachers are responsible for:

- meeting the Australian Professional Standards for Teachers
- planning integrated teaching, learning and assessment activities based on the relevant syllabus outcomes to be achieved
- differentiating learning and assessment activities for all students
- collaborating with colleagues in analysing evidence of student learning to moderate and develop consistent 'on-balance' judgements within the standards framework
- using a collection of evidence to make professional 'on-balance' judgements at a point in time
- ensuring that sufficient assessment data is available to make professional judgements for A-E reporting
- ensuring that data from ongoing class assessment data and from state-wide tests and examinations is used as part of the collected evidence
- engaging in professional development to enhance understandings about reporting practices and standards

- completing a report, generated by MNSIS Compass, for each student, as appropriate*, each semester
- ensuring that comments made about a student's achievement are written in a constructive, professional manner, based on evidence
- evaluating reporting outcomes in collaboration with others to inform the process
- providing feedback to students about their progress, strengths and areas for development
- reporting to parents about a student's progress, strengths and areas for development (at least) twice yearly

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/k-6-assessment-strategies

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/7-10-assessment-strategies

Kindergarten

Students in diocesan Kindergarten classes receive a report without an A–E grade. A standard report is generated by MNSIS Compass that provides information about the student's progress at Early Stage 1 level in relation to his/her progress in the Key Learning Areas, commitment to their learning and personal and social development.

*Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Where this is the case, those students will have Personalised Plans (PPs) developed for them for part, or all, of their learning.

Where students have a Personalised Plan (PP) developed for them with specific learning goals, they have the opportunity of receiving a different report from the standard A-E report.

Teachers must discuss with parents the type of report they would like their child to receive (see below) as it relates to the student's achievement in their learning. For twice-yearly reporting purposes, students with special needs have the opportunity to:

1. receive the relevant A-E Report (primary/secondary) generated by MNSIS Compass
2. receive the relevant A-E Report with the addition of information from their Personalised Plans (PPs), which indicates progress against specific curriculum or other goals
3. receive a report based on the PP without A-E grades.

Stage 5

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement. Teachers should use the Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from NESA's general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.Schools are responsible for awarding each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's Record of Student Achievement (RoSA) or HSC Record of Achievement.

To ensure grades on students' credentials have consistent meaning across the state, NESA monitors the grades awarded in Stage 5 and Preliminary courses and reviews work samples retained by schools.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/advice-stage-5

Vocational Education and Training (VET)

VET courses are based on students having the opportunity to develop competencies (skills) and to have multiple opportunities to demonstrate that they possess the necessary combination of these industry standard competencies so that a qualification may be issued. Therefore, in addition to the reporting requirements outlined, VET programs and reports must clearly identify the competencies being addressed, with VET grades as required by AQF and ASQA standards. The following should be referenced:

- Training and Assessment Programs
- VET Delivery Guide
- Work Placement Guidelines

Budget

The CSO will provide support for schools in developing their policy through the provision of personnel and professional development opportunities.

Legislative/Professional Guidelines

Australian Professional Standards for Teachers NSW Institute of Teachers 2015
Continuum of School Improvement (COSI) CSO 2015
Disability Discrimination Act 1992
Disability Standards for Education 2005
Early Years Learning Framework Australian Gov 2009
NESA/BOSTES Assessment Certification and Examination (ACE) 2015
NESA/BOSTES Policies and Guidelines
NESA/BOSTES Registration Manual for Member and Non-Member Schools, 2016
Teacher Accreditation Act 2004

Resources

NSW Education Standards Authority (NESA)

http://educationstandards.nsw.edu.au/wps/portal/nesa/k10/understanding-the-curriculum/assessment

http://syllabus.nesa.nsw.edu.au/assets/global/files/advice_on_assessment_guide_web.pdf

Registration for Non-Government Schools (NESA)

http://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/school-registration/registration-system-and-member-non-government-schools-manual

Assessment Resource Centre (ARC)

https://arc.nesa.nsw.edu.au/

The aim of this website is to support and enhance professional practice in the assessment and reporting of student achievement across Years K–12.

Glossary

Australian Professional Teaching Standards (APST)

Standard 1 Know students and how they learn
Standard 2 Know the content and how to teach it
Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments
Standard 5 Assess, provide feedback and report on student learning
Standard 6 Engage in professional learning
Standard 7 Engage professionally with colleagues, parents/carers and the community

Common Grade Scale

The Common Grade Scale is used to report student achievement in both primary and secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels, A-E and is awarded, based on a collection of student work; a single piece of work/assessment task is not sufficient to award a grade. The full range of grades (A-E) can be awarded at any point in the stage or course.

The Common Grade Scale comprises:

- an overall grade A–E
- a description of the grade

Common Grade Scale

A	The student has 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/limited knowledge and understanding in few areas of content and has achieved very limited competence in some of the processes and skills.

Evidence

A range of student work/data that indicates students' progress and achievements over time. A single piece of work, as evidence, will not cover all aspects of a grade description.

Feedback

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve

- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities
- feedback can occur at any point in the teaching, learning and assessment cycle.

Feedback may include regular teacher–student dialogue to guide student learning with a focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.

On-balance Consistent Teacher Judgement

As per NESA requirements, teachers follow a process of collecting student work over time and moderation to ensure grades awarded are consistent with published syllabus standards. In making decisions about awarding grades, the collection of work demonstrating student achievement and matched against the standards by teachers, provides the basis for a consistent understanding and allows for an on-balance, teacher judgement to be made about how well students have achieved.

Reporting

The formal process of summarising student progress and achievement by feeding this back to students and parents. A report provides a summative judgement about a student's strengths, and areas for improvement in performance at a point in time.

Standards-referenced assessment

Links the achievement of students to specified standards through evidence collected from a number and variety of activities and from observations over time. It involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes. A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved.