



St Pius X High School

Reporting Procedures

Introduction

- St Pius X complies with the Catholic Schools Office Policy on Reporting
- School reports are issued to students at the end of each semester.
- Interviews with parents are offered twice a year. Once after Interim Reports in the middle of Term 1, and again at the beginning of Semester 2. End of year interviews had been very poorly utilized by parents and a more proactive approach has been adopted. Parents now have the opportunity to have issues identified, strategies put in place and assessed before the end of the year. It has been widely supported by parents and teachers.
- St Pius X uses the reporting program provided by the CSO.

Teachers can inform parents of a student's progress using a variety of methods including telephone conversations, Yellow slips, notes via the school planner and assessment task mark sheets signed by the parent.

The formal method of reporting to parents is via:

1. Semester Reports
2. Interim Reports
3. Progress Reports

1. Semester Reports

General Process for the completion of Semester Reports

- Class lists issued and checked for accuracy by class teachers.
- Studies Coordinators provide Academic Outcomes to support staff and teachers. Checked for accuracy.
- Lists of activities appropriate for each semester checked.
- Memory sticks issued to all staff. Final checks made regarding accuracy of class lists, life skills students, outcome statements.
- Reporting Timeline published.
- Care Class teachers gain "Activities" information from Care Classes and forward it to support staff.
- Teachers complete reports, have them checked by a colleague and submit print-out to the Dean of Studies by due date.
- Editing is shared by all teaching staff on a rotational basis.
- Teachers make changes and hand in memory stick to support staff by due date.
- Draft reports printed and checked by Care Class teachers. Final corrections made by support staff.
- Final reports printed and signed by principal.
- Reports and parent interview request information will be issued to students in special Care Class
- Semester reports will normally be available to parents and students in the last week of each semester

Responsibilities of class teachers

- Check accuracy of class lists when provided.
- Ensure that reports for students completing a Life Skills Program meet school requirements
- Ensuring results from all Assessment Tasks that they have marked are forwarded to the Studies Coordinator prior to the commencement of exams.
- Forward exam results to the Studies Coordinator as soon as possible.
- Complete reports in accordance with school requirements, have them checked by a colleague and provide a print out to the Dean of Studies by the due date.
- Make the necessary corrections identified by the proof readers by the due date and provide memory stick to support staff
- Proof read and edit draft reports for their Care Class.

Responsibilities of Studies Coordinators

- Provide teachers and support staff with a copy of Academic Profiles to be used on the report for each semester.
- Ensure the faculty Assessment program enables the collation of marks from Assessment Tasks to be completed prior to the commencement of examinations
- Ensure members of their faculties understand the requirements regarding teacher comments.
- Assist faculty members with teacher comments as required. (This may mean arranging for comment banks to be created, working with individuals etc)
- Collate marks and supervise the allocation of results for the “Course Mark”, “Course Average”, “Exam Mark/Average” (where applicable), “Overall Grade” and grades for the Academic profiles. Marks are to comply with the school expectation regarding marks and grades.
- Studies Coordinators are to determine whether or not to include “Exam mark/Average” on the reports for subjects from their faculty
- Prior to the printing of draft reports, provide teachers and the Dean of Studies with a summary of the distribution of A-E grades allocated for the Overall Grades for each of the subjects in their faculty.

Responsibilities of the Dean of Studies

- Ensure all staff are aware of their responsibilities (staff meetings, publishing staff protocols at the beginning of each reporting phase, personal reminders)
- Coordinate preparation of reports with Support Staff and Studies Coordinators
- Prepare and publish the report timeline
- Collate and keep a record of grade distribution
- Supervise the formation and workings of the proof readers.

Students with special circumstances

Each semester report covers a period of approximately 16 weeks. Every student who has been enrolled for this period is to receive a report.

Any student who has **8 weeks of enrolment** during the reporting period is to receive a school report. Teachers and Studies Coordinators are to check the guidelines provided in the appropriate Assessment Policy for the determination of marks.

NB These students must NOT be disadvantaged in terms of Course Marks and grades. What appears on the report must be a true reflection/estimate of skills and abilities.

Students who have been **absent for ten or more weeks** of the reporting period and who have a valid reason for being absent (e.g. an extended family holiday, a new enrolment, leaving the school, verified illness) will not be issued a school report. However, they can be issued a progress report similar to that provided to parents of new enrolments.

Students who have been absent for ten or more weeks of the reporting period and who do NOT have a valid reason for being absent (e.g. school refusal) will be issued a school report that reflects application and effort. Missed tasks may be awarded zero marks. **(See Assessment Policy and Procedures for Dealing with Students with Mental Health Issues)**

Any student who would miss Assessment Tasks due to external suspension may be required to attend school for a single day to complete the task(s). Students will be “internally suspended” for the day. Failure to complete tasks will result in a zero being awarded for the task.

Teacher Comments

Federal Government and System requirements require school reports to comment on what each student has achieved and identify ways in which a student can improve. These comments are to be made in plain English.

However, as a catholic school, it is also recognised that at St Pius X we educate the entire person. As a result, comments that identify personal attributes are appropriate.

Teachers must ensure that the comments they make comply with the required outlined below.

Teachers **MUST**:

- comment on what the student has achieved (and some indication of how well the student has achieved)
- comment on a specific skill or aspect of the course that the student should focus on in order to improve (or extension material for outstanding students)
- use language that would be readily understood by parents/carers and avoid jargon (NB this does mean that teachers cannot use terminology that identifies specific aspects of the study of the course)

Teachers **CAN** comment on:

- personal attributes of the student
- how a student is meeting key competencies

Teachers will need to rewrite comments that do not comply with these requirements.

2. Interim Reports

Interim Reports provide parents and students with a snapshot how a student is meeting his or her obligations in a new year of school. It is issued the end of Term 1 an opportunity for Parent-Teacher interviews is provided shortly after.

General Process for the completion of Interim Reports

- Class lists issued and checked for accuracy by class teachers.
- Reminders provided to staff on the nature of Interim reports

- Program goes live in the school and teachers provided with a completion date
- Compilation of Interim report
- Reports issued with Interview information at the end of Term 1 or beginning of Term 2.

3. Progress Reports

Progress Reports are issued:

- when requested by a parent
- when requested by a teacher as part of a review of a student's performance or behaviour
- after about 6 weeks to students new to the school to provide parents with feedback about how their son or daughter is settling in

General Process for the completion of Progress Reports

- Support staff email individual teachers with a request for a brief word description of how the student is performing in class or as requested by the House Coordinator or parent
- Comments are compiled by and the final report is provided to the parent
- Progress reports are often requested immediately prior to interviews arranged by Coordinators

4. Other Informal Means of Reporting

Informal feedback can be provided to parents in a variety of ways which include but are not limited to:

- Comments written into the student planner
- Use of the Blue and/or Yellow slip
- Conversations with parents (telephone or face to face)
- Email contact