

# Reporting Policy

**Responsibility** Excellence in Teaching and Learning Leader

**Endorsed by Council** No Consult

**Due for Review** November 2025



<p><b>Purpose</b></p>	<p>Reporting is the process by which student achievement/progress and goals are communicated in a way that allows all supporters of a student, including parents, teachers and the student themselves, to better understand each individual.</p> <p>Reporting provides information about what students know and can do, their attitude, effort and achievement, along with recommendations for their future learning.</p> <p>At Berwick Fields, reporting is made up of a number of formal components; a written report, student portfolios, Three Way Conversation and formal discussions. Parents may also request information on their child at any point in the year outside of this process.</p>
<p><b>Written Reports</b></p>	<p>Each year two formal reports will be written, reporting on each student's achievement/progress against the Victorian Curriculum, in line with DET guidelines. The report will also provide information about each child's attitude, effort and behaviour across all areas of their learning. A student reflection page will be included with each written report.</p>
<p><b>Student Portfolios</b></p>	<p>Student portfolios are maintained on an ongoing basis, capturing examples of each student's progress and achievement across all areas of their learning. Portfolios will be made up of work samples, special moments and learning reflections. Peer and teacher feedback will be included, alongside student reflections, to provide supporting information about the items captured in the portfolios. These portfolios will be shared home at the end of each semester.</p>
<p><b>Three Way Conversations</b></p>	<p>Once a year, students, parents and the classroom teacher will meet for a formal three-way conference to celebrate the student's achievements, set goals to facilitate 'where to next' in their learning. These conferences will support parents to develop an understanding of what students 'do' and the attitude, effort and behaviours they demonstrate and apply when undertaking their learning.</p>
<p><b>Formal Discussions</b></p>	<p>Formal discussions are planned to address a specific purpose where a student's academic, social and/or emotional needs are discussed. These may be organised by teachers or requested by parents at any point during the year, and provide an opportunity for two way communication.</p> <p>These formal discussions will include Getting Acquainted Interviews at the beginning of the year, the Three Way Conversation and Student Support Group meetings (SSG's) for students funded under the Program for Students with Disabilities.</p>
<p><b>Informal Reporting</b></p>	<p>Informal reporting will also take place on occasions throughout the year and may include communication through diaries, phone calls, emails Compass chronicle entries and face-to-face discussions, on an as-needed basis.</p>
<p><b>Student Involvement</b></p>	<p>Student voice and involvement in the reporting process is an important element in taking responsibility for our learning. Students will be involved in evaluating their work, recognising their strengths and identifying opportunities for improvement.</p>

This includes gathering information and samples of work and presenting it in the student portfolio, and reflecting on their learning in the student reflection page as a part of the written report.

Students will regularly set goals and monitor their progress against these goals as a part of being an informed learner.