



EMMAUS
CHRISTIAN SCHOOL CANBERRA

Teaching & Learning Policy TL 2-2
Grades & Reporting

Created
March 2017

Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

Values

1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instill in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character, and find their security in the love of Christ.

Teaching & Learning Policy TL 2-2

Grades & Reporting

Prepared by	Rachel McClure
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Review by	Director of Studies, Learning Support Coordinator
Date for review	2019
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Policy Pertains to:	Principal; Learning Support staff; all teachers; Students & parents
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Version History

Version	Date	Notes
1.0	November 2016	New CEN Hub policy
1.1	Jan 2017	Amendment re: BOSTES changed to NESAs
1.2	March 2017	Updated and finalised by E Hofsink

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Important related documents:

Teaching & Learning Policy suite:
2-2 Grades & Reporting (this
doc)
1-2 Curriculum & Programming
1-3 Learning Support

Relevant Legislation:

Education Act 2004 (ACT)
Australian Education Act 2013
Australian Education Amendment Bill 2014
Disability Discrimination Act (Cth)1992
Disability Discrimination and other Human Rights Legislation Amendment Act (Cth) 2009

1 INTRODUCTION

Reporting student progress is a responsibility of the school to parents and students, as well as to government authorities.

The school endeavours to provide a comprehensive report to parents on their child's development beyond just academic attainment. Other formal and informal mechanisms of communication are engaged to provide a broader perspective.

2 CHRISTIAN RATIONALE

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instil in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

Meaningful reporting allows students to develop mature and balanced self-evaluation: providing honest consideration of the student's strengths and weaknesses, and offering direction for further development. It aids students to develop into the unique individuals they were created to be, confident of their relationship with God and others.

3 PURPOSE OF THIS DOCUMENT

This document sets out the policies and procedures used in reporting student progress at Emmaus Christian School Canberra.

4 TABLE OF RESPONSIBILITIES

Responsibilities	Evidence of Compliance
Director of Studies	
Oversight of teaching content & strategies, educational outcomes, and reporting	Relevant policies & procedures; teaching programs; student test data & reports
Heads of School	
Implementation of Reporting Policy with teachers	School database reports
Ensure consistency of grades & reporting across subjects/ grades	Section/ subject meetings
Teachers	
Informative reporting to students & parents	Student reports
Completion of reports by due date	School database files
Communication with parents regarding areas of concern	Parent-Teacher meeting; email; phone record
Students	
Application of teachers' comments & direction for further improvement	School database record of reports over years of schooling
Parents	
Assist students to apply suggestions from reports; liaise with teachers for further information, if desired	Parent-Teacher meeting; email; phone record

5 DEFINITIONS

Nil

6 POLICY

- (a) Reporting processes are aligned with the curriculum and designed to provide parents and students with information about the achievement of curriculum intentions and progress over time.
- (b) The school uses A-E grades to report student achievement in both the primary and secondary years.
- (c) Reports are in plain English, incorporating indicators of progress, effort, general comments and grades in each subject area.
- (d) Any modified learning programs e.g. ILPs shall be reflected in the report.
- (e) No report should be sent home with an unexpected poor result or behavior comment, where the teacher has not contacted the parents beforehand.

7 PROCEDURES

Procedures are developed for the consistent, reliable and transparent communication of student progress.

7.1 Grades in Primary School

- (a) Student achievement and effort in primary school are reported with A-E grades.

Grade	
A	Outstanding
B	Highly Satisfactory
C	Satisfactory
D	Developing
E	Limited

7.2 Grades in Secondary School

- (a) Student effort is reported as a letter grade in Years K-6. Conduct, resilience and organisation are marked with a 1-5 scale and reported on separately for each subject area.

Achievement Grades	Explanation	Non-academic descriptors for each subject area
A/5	Outstanding	Resilience
B/4	Highly Satisfactory	Organisation
C/3	Satisfactory	Classroom Conduct
D/2	Developing	
E/1	Limited	

7.3 Reporting Student Progress

Parents are informed about student progress in the following ways:

- Two semester reports a year, one in Term Two and the other in Term Four;
- Information regarding the number of students achieving each letter grade in each subject are reported to parents on a separate page with reports each semester;
- Two formal parent-teacher conference opportunities each year;
- Informal meetings throughout the year for initiated by either teachers or parents;
- Prompt provision of NAPLAN reports to parents as they are received by the school.

7.4 Retention of Records

Reports are maintained on the school data base which makes it possible to consider a child's progress from one semester to another; from year to year; and from one class to another. These records can then also be used to ensure that the standard of teaching remains consistent.

Individual NAPLAN results are stored in hard copy in the secure student files. These results are included in the Annual report.