At St. Elizabeth’s Parish School reporting on student progress is an important element of the learning and teaching process. Reporting is provided to a number of stakeholders, including parents, students, Parish Priest, Catholic Education Office Melbourne and State and Federal Authorities.

Regular reporting aims to:

- Inform stakeholder/s of the progress of an individual student and/or cohorts of students.
- Aid in developing a partnership of learning between the school, parents and students.
- Ensure accountability requirements to Commonwealth Government Student reporting requirements are met.
- Acknowledge the important role of the parent in the schooling of their child.
- Accurately report student achievement against the Victorian Essential Learning Standards (VELS) to the students themselves, to parents, other teachers and Catholic Education Office.
- Provide parents with two written Student Report Cards indicating their child’s academic progress against VELS standards and progression points. Where necessary, translations into other languages will be provided.
- Generate Student Report Cards using nForma software, and will include assessments against statewide academic standards, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the VELS (including attitude, participation, extra-curricular activities, social skills), and a student self-assessment.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against VELS standards across the school.
- Provide two formal parent/teacher interviews per year – an introductory interview early in term one to establish learning goals, and one interview after the mid-year written reports are distributed. Where necessary, interpreters will be provided.
- Progressively develop learning improvement plans for individual students in consultation with parents and, where appropriate, with others with specific expertise.
- Participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on students’ progress in relation to the VELS levels.
- Provide in-services for parents on VELS, the Student Report Card, and the NAPLAN.
- Assess the achievements of students with disabilities and impairments in the context of the VELS. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be reviewed and reported by the program support group.
- Provide all required performance data to relevant stakeholders by means of an annual report, as well as on the website and at the Annual General Meeting.
Reporting will take the form of:

- Goal Setting Meetings at the beginning of each school year. This provides an opportunity for the students to discuss with the classroom teacher and parents information related to their learning goals.
- Progress Interviews are held midyear. The midyear school report is provided to parents prior to this interview. Samples of the student's work are provided to assist in the explanation of the student's progress.
- For those families requiring an interpreter, every effort will be made to ensure one will be provided.
- A school report is provided at the end of the school year.
- Teachers report to the learning areas of the Victorian Essential Learning Standards.
- Reporting is in line with the compliance regulations of the Federal and State government requirements.
- Teachers who have concerns regarding student progress are required to do one or all of the following:
  - Refer to the Student Wellbeing Support Group (see Student Wellbeing Support Group Referral Process)
  - Discuss the concern with the Principal and / the Student Wellbeing Coordinator
  - Make an appointment to meet the student’s parent/s as soon as possible
  - Record minutes of the meeting with the parent/s and place a copy on the student file contained in the school administration office
- A copy of all student reports are kept in the student file contained in the school administration office.
- Parents of children who are eligible for LNSLN funding are required to attend a Program Support.
- Group meeting each term. At each PSG meeting goals are set for the student’s learning for the following term. At the PSG meeting the parents receive information on the student’s progress in relation to those goals, and have the opportunity to participate in the goal setting for the following term.
- Teachers of any special programs e.g. Reading Recovery will provide a report to parents as required.