**SCHOOL’S REPORTING PROCESS**

The following are the learning indicators used by my placement school:

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|  **Learning Indicators**  |
|  | **MOL**  | **Criteria**  | **Always** **4**  | **Most of the time** **3**  | **Inconsistently** **2**  | **Rarely** **1**  |
|  | Focus on Learning  | • Contributes positively to class discussions  | 4  | 3  | 2  | 1  |
|  |   | • Is able to concentrate without distracting others | 4  | 3  | 2  | 1  |
|  |   | • Remains on task in class | 4  | 3  | 2  | 1  |
|  | Organisation  | • Completes homework by the due date  | 4  | 3  | 2  | 1  |
|  |  | • Completes homework to a high standard | 4  | 3  | 2  | 1  |
|  | Persistence and Effort  | • Asks for assistance when necessary  | 4  | 3  | 2  | 1  |
|  |   | • Acts on feedback to achieve learning goals | 4  | 3  | 2  | 1 |

My placement school used an online reporting system called PAM- Parent Access Module. The Parent Access Module ([PAM](https://pam.loreto.vic.edu.au/)) enables both students and parents to access details about the students’ progress. After logging in to the site students and parents can do the following:

* See the College attendance records for the student
* View the student’s timetable
* Check if any homework tasks are outstanding
* See the results for assessment tasks and the feedback given
* Access the online reporting system for information about the student’s progress.

Overall, from my experience the system seemed to work well as it provided parents with increased awareness of their child’s school life and assessment tasks. However there were several issues the school faced. These included the following:

1. Encouraging parents to login and monitor their child’s progress. Whilst talking to my mentor teacher she informed me that the school had access to information about when each parent logged in. Some of the parents had never logged in. As the students did not receive a physical copy it was questionable whether they had seen their child’s report; and
2. Making reports accessible for families that did not have a computer and becoming aware that these families did not own a computer.

I believe it would have been beneficial if there was a component of PAM that allowed parents to comment on feedback provided by the teacher or any results given as this would have strengthened the dialogue between teachers and parents.

The system also integrated with a system called SIMON which enabled teachers to complete their reports online. This integration was a strength of the process. Each student’s percentage, rank, percentile, ESS, learning indicators and grade was documented for each subject. The school can then use this information to analyse individual, class and year level results and monitor them over multiple years. This information is only used for internal comparisons. Boundaries are also able to be drawn based on previous years.

Teachers were required to complete their reports individually through SIMON by the due date provided. The reports included grades and comments for each subject and were completed at the end of each semester. Once completed the reports would then go to the Head of the Department. This was a strength of the program as it enabled the Head of Department to ensure the grades and comments submitted by teachers were balanced across all classes. At the same time as the reports being submitted the teachers would also submit their academic excellence award and most improved student award for the Head of Department’s consideration. Once the Head of the Department had approved the reports they would be assigned to another teacher for proof reading. Once proof read they were contained on the schools system until they were released to the students and parents through PAM. The school was able to input timeframes of when information including reports became accessible to students and teachers.

From the teachers perspective SIMON was a user friendly program. The disadvantage of the system was that data entry was very time consuming. However I imagine that this would be time consuming regardless of what program was used.

One aspect of the process that I believe could be improved would be for the teachers of the same subjects in the same year levels to have scheduled meetings with each other to discuss their reports before they give them to the Head of the Department. This would enable them to ensure that students had been marked appropriately and there was consistency across the year level. This would also decrease the Head of Department’s workload and my mentor informed me that there was a lot of follow up required with subject teachers.