
TITLE: REPORTING TO THE COMMUNITY ON SCHOOL PROGRAMS AND PERFORMANCE
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IDENTIFIER: RCS200605
LEGISLATION: *Education Act 2004 (ACT)*
Schools Assistance Act 2004 (Australian Government)
Schools Assistance Regulations 2005 (Australian Government)

1. Policy statement

- 1.1 Each school will develop, in consultation with its community, procedures for reporting school programs and performance to the community, which are consistent with this policy.
- 1.2 All schools are required to report to the community, student and staff information, progress on the school plan, and performance in the four domains of schooling - learning and teaching, student environment, leadership and management, community involvement, through the Annual School Board Report.
- 1.3 The Annual School Board Report must contain information addressing the requirements of the Australian Government *Schools Assistance Act 2004* and associated *Schools Assistance Regulations 2005*, and the ACT *Education Act 2004*, as set out in Appendix A.
- 1.4 Each School Board will provide a copy of the Annual School Board Report to the Director-General by 1 March of the following year.
- 1.5 Within 14 days of approving the Annual School Board Report, the School Board must make the report publicly available in hard copy for all parents and prospective parents. The school performance information required by the Australian Government (Refer Appendix A) must also be provided to parents or prospective parents in a second form, selected from the following:
 - a hard copy newsletter; or
 - a hard copy school handbook; or
 - on the school's website.

2. Definition

School Reporting:

The formal process of communicating with the community about the school's programs and achievements, strengths and areas for development.

3. Rationale

- 3.1 Effective partnerships between schools and the community require the provision of timely, meaningful and relevant information on school programs, achievements and strategic priorities.
- 3.2 The policy outlines the purposes, principles and requirements for reporting to the community.
- 3.3 The policy ensures compliance with the requirements of the Australian Government *Schools Assistance Act 2004*, the *Schools Assistance Regulations 2005*, and the *Education Act 2004* (ACT).
- 3.4 The policy incorporates the recommendations of the *Review of Government School Reporting* (Government Schools Education Council, 2004).

4. Principles of Reporting

- 4.1 The key purposes of reporting on school programs and performance are to:
 - assist the development of partnerships between schools, parents and community
 - enhance the learning outcomes of students through positive partnerships with parents in the learning process
 - inform the school community of the school's strengths and achievements and areas for further development
 - help parents to make informed educational choices
 - meet the requirements for reporting to the Director-General and the community.
- 4.2 Effective reporting:
 - uses plain English, exemplifying highest standards in editing and publication
 - is inclusive of the significant social, linguistic, cultural and economic diversity in the school community and ensures easy access to the information for all stakeholders
 - provides information on student achievement in relation to the curriculum, both academic and non-academic
 - demonstrates how well schools are meeting expected standards and their agreed goals
 - adheres to the principles of ethics and probity and protects the privacy of individuals
 - is based on valid and reliable evidence
 - utilises a range of communication strategies, which best suit the needs of the school community.

5. Strategies

- 5.1 The school's reporting procedures will comply with the purposes, principles and requirements contained in this policy.

5.2 Schools should use a variety of communication strategies to ensure that a range of rich information about school achievements, expectations and events is continually shared with school communities in a timely manner.

5.2.1 Formal Strategies

- Annual School Board Report (mandatory)
- School Plan
- External Validation Panel Report
- Annual School Self Assessment Summary Report
- Audit Report
- National Safe Schools Framework

5.2.2 Informal Strategies

- school newsletters
- website
- information sessions
- workshops
- celebrations
- parent meetings
- school handbooks
- information boards
- formal reporting

Policy Owner	Director, Planning and Performance
Related policies	<i>Reporting on Student Achievement and Progress to Students and Parents</i> <i>Implementation of Early Years Assessment Program and Release of Results – Policy and Guidelines</i> <i>Parents and Carers as Partners in Schooling</i> <i>Reporting of ACT Assessment Program (ACTAP) Results to Parents</i> <i>Reporting of Year 10 Information and Communication Technology (ICT) Competencies</i>

APPENDIX A

AUSTRALIAN GOVERNMENT REQUIREMENTS

School Performance Information

The following are the requirements of the Australian Government *Schools Assistance Act 2004* and associated *Schools Assistance Regulations 2005*:

Professional engagement

1. *Staff attendance*: The average attendance rate or average number of days attended per staff member
2. *Staff retention*: The proportion of teaching staff retained in a program year from the previous year
3. *Teacher qualifications*: a list of teachers' qualifications
4. *Expenditure and teacher participation in professional learning*: Number of teachers participating in professional learning activities, and descriptions of activities in plain language; Average expenditure per teacher on professional learning, at the school level

Key student outcomes

5. *Student attendance*: the average attendance rate (percentage)
6. *Proportion of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks (benchmark results)*: The percentages of students in Years 3, 5, 7 and 9 achieving the national literacy and numeracy benchmarks for their Year
7. *Changes in benchmark results from the previous year*: The percentage point change in students achieving national benchmarks
8. *Value added*: Schools are to present information in plain language on their value added in the most appropriate way according to each school's circumstances
9. *Average standardised assessment results for Year 9 and Year 10 students*: The median score of Year 9 and Year 10 students doing standardized assessments, where available
10. *Senior secondary outcomes*: Academic achievement including median Year 12 results and academic and non-academic pathways
11. *Proportion of Year 9 students retained to Year 12 (or equivalent)*: Schools are to report student retention in plain language in the most appropriate way according to each school's circumstances
12. *Post-school destinations*: Schools are to report their post-school destinations in plain language in the most appropriate way according to each school's circumstances

Satisfaction

13. *Parent, teacher and student satisfaction*: A description in plain language of parent, student and teacher satisfaction with the school.

Educational accountability – school performance information

The school performance information must be made publicly available (to parents and prospective parents upon request) within 6 months after the end of each program year, and in at least 2 of the following forms:

- (a) a hard copy school annual report;
- (b) a hard copy newsletter;
- (c) a hard copy school handbook;
- (d) on the internet;
- (e) by means of a billboard or sign clearly visible to the public inside or outside the school.

ACT REQUIREMENTS

The following requirements of school boards are specified in the *Education Act 2004*:

- To monitor and review school performance and report on it to the Director-General, parents of students at the school and staff.
- As soon as practicable after the end of each year (but not later than the date decided by the Director-General), the school board of a government school must approve an annual report on the board's operations during the year.

The annual report must include –

- (a) the financial statements approved under section (1) for each half-year; and
- (b) a statement of how voluntary contributions made to the school have been or will be spent; and
- (c) if a school board is holding funds in reserve – a statement setting out the purposes for which the funds are being held and the amount being held for each of these purposes.

Additional requirements:

- Volunteer hours: estimated number of volunteer hours, and areas or programs in which volunteers have worked during the year. (Recommendation 3, Government Schools Education Council report to the Minister for Education and Training on the *Review of the 2003-2004 Annual Report of the Education and Training Directorate by the Standing Committee on Education, Training and Young People*, 2004.)

The Australian Government and ACT requirements have been incorporated into the Annual School Board Report templates for primary schools, high schools, K-10 schools and colleges.

Note: school benchmark data will not be reported in Annual School Board Reports for groups of fewer than 10 students.

Reporting to the Community on School Programs and Performance

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