



TASMANIAN
CATHOLIC
education commission

Narrative Reporting Guidelines

Narrative Report Guidelines

Tasmanian Catholic education is committed to the inherent value, worth and dignity of each of God's human beings.

*Human dignity originates from God and is of God because we are made in God's own image and likeness.
(Genesis 1:26-27)*

1. Rationale

Catholic Education in Tasmania will establish and value a community of welcome for all, a community that respects and embraces diversity. This inclusive environment will actively engage and nurture all students so that they may flourish. This is in accordance with the Disability Discrimination Act (DDA) 1992, which seeks to eliminate, as far as possible, discrimination against people with disabilities.

2. Purpose

In consultation with principals, parents and school curriculum leaders, a narrative report may be provided when a student is unable to access the year level curriculum and an alternative curriculum is being provided.

Achievement for students who require a modified alternative programme will be reported to parents through a narrative report. This report will be directly linked to learning goals identified in the student's alternative learning programme. The development, implementation and evaluation of the learning programme is the responsibility of the subject or classroom teacher.

3. Definition

The term 'Narrative Report' refers to a student report that assesses student achievement against key goals identified in the student's alternative learning programme as opposed to the grade level curriculum. The narrative report does not include an A to E rating.

4. Principles

The TCEO values underpin rigorous assessment and reporting procedures for all children and young people in Tasmania. For some students this will require a narrative report.

All students will receive a standards based assessment, students are assessed on how well they have demonstrated the standard or learning goals identified in the learning programme.

The large majority of students with a disability can engage with the curriculum provided appropriate adjustments are made, where required, by teachers to instructional processes, the learning environment and to the means through which students demonstrate their learning.

Any student who can access the mainstream curriculum with adjustments to the complexity or sophistication of the curriculum must receive an A to E report.

A completely alternative learning programme is only necessary for a small percentage of students who are unable to access an adjusted grade level curriculum.

The development, implementation and evaluation of the student's alternative learning programme is the responsibility of the subject or classroom teacher.

The Individual Education Plan informs and enables access to the student's alternative learning programme.

Parent consultation and consent is required early in the school year if a student is receiving a narrative report.

Additional support and target teaching programs need to be implemented to support learning for those students whose achievement level is below the expected standard.

5. Process

Teachers determine a student is unable to access the mainstream curriculum with accommodations in place. Therefore an alternative learning programme is required.

The decision to provide a narrative report will be made in consultation with teachers and the relevant stakeholders.

Parents are consulted and informed that an alternative programme is required and the student will receive a narrative report, as they cannot reach grade level standards even with adjustments.

Parents can request a narrative report to be sent home for their child. If the parents request a narrative for a child unable to access the grade level curriculum even with adjustments, the school must (under legislation) produce and file a graded report that can be accessed at a later date if required.

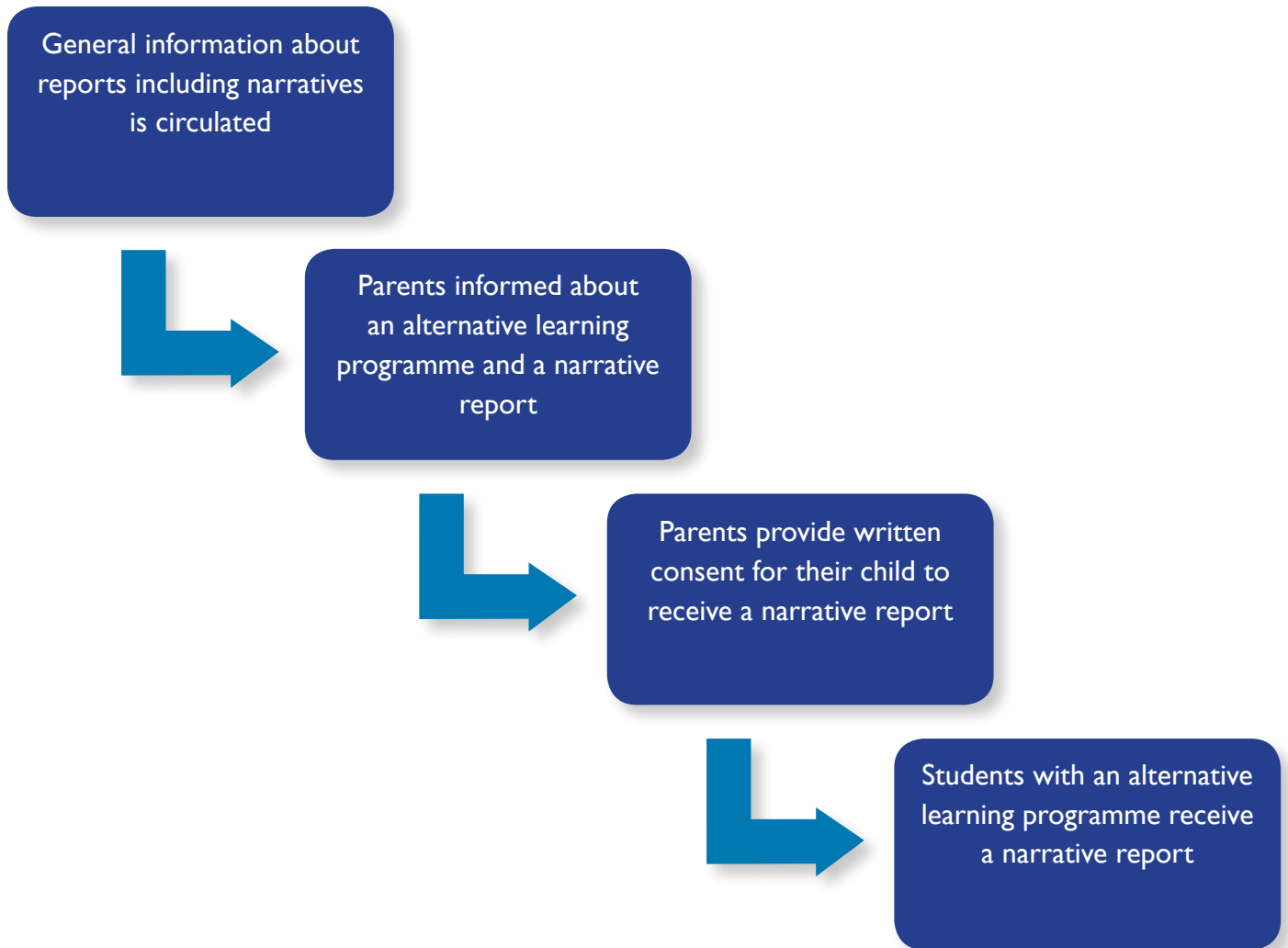
Schools must not encourage parents to seek a narrative report. Every student who has participated in a grade level curriculum must receive a grade level report. Information regarding narrative reports as an option for some students can be circulated via general communication channels.

A narrative report can be provided in rare cases for pastoral care reasons, for example a student who has been unwell and missed a large portion/major part of the curriculum does have the option to receive a narrative report.

The narrative report will be written on the TCEO report template and will be as robust and rigorous as a mainstream report.

Student performance will be assessed against the learning goals identified in the alternative programme and the goals will be clearly stated on the narrative report.

A student may have a narrative for all, one or more subject areas.

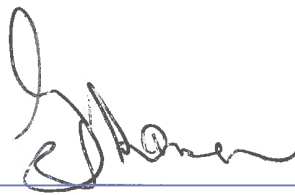


It is recommended that this process would start in Term 1. Parents would know their child is receiving an alternative programme and will therefore receive a narrative report, well before the end of Term 1.

Related Documents

Tasmanian Catholic Education Office Individual Education Plan Guidelines
Tasmanian Catholic Education Office Electronic Report Form
Disability Discrimination Act
The Archbishop's Charter for Catholic Schools
Tasmanian Catholic Education Commission Equity Policy

Signed by:



TCEC Chair

Date:

6 August 2015

Authorised by:
TCEO Contact Officer:
Date authorised:
Developed by:
Date of last review:
Date for next review:

Tasmanian Catholic Education Commission
Team Leader: Student Support
6 August 2015
TCEO Mission and Education Services
Not applicable
6 August 2018