Reporting Overview
At Halifax state school reporting to parents is done by report cards term 2 and 4 and three-way discussions term 1 and 3.

- Levels of Achievement reporting are based on the Australian National Curriculum outcomes using the c2c unit assessments.
- Moderation occurs to provide a judicial benchmark level.
- Effort and Behavior Matrix from the YCDI program is used to determine students’ personal development level.
Policy statement: Reporting to parents 1. Introduction

Requirements for reporting are specified in the *P–12 curriculum, assessment and reporting framework* Section 3; with further detail provided below.

Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes should be clear and transparent for parents and the community, so that parents understand:

- the learning expectations for the student
- the student’s achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve.

In addition to providing written reports, schools offer parents opportunities to discuss their child’s educational performance at the school with their child’s teacher(s), at least twice a year. Schools have established procedures in place for parent-teacher interviews.

2. Written reports

Schools complete written reports using the appropriate template in OneSchool. These report student achievement for each learning area/subject studied in the reporting period. Student effort and behaviour is also reported.

Schools choosing to provide additional information on aspects of particular learning areas (for example, progress in reading within English) can use the comments section of the report for this purpose.

On request from a parent for information about their child’s performance relative to that of other students, the school provides a comparison of the student’s peer group at the school — subject to the privacy of individual students being maintained. This may not be possible for students on Individual Learning Plans. Schools may choose one of two formats in OneSchool to provide this comparison which shows the number of students in each of five achievement ratings.
2.1 Reporting in Prep

The Prep year has been recognised as the first year of schooling in Queensland from 2012. Prep is equivalent to the Foundation year (F) of the Australian Curriculum.

For Prep:

- An Early Learning Record is no longer required.
- Use the following five-point scale to report student achievement in the Australian Curriculum English, Mathematics, Science and History:

**Applying (AP)**

The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

**Making Connections (MC)**

The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

**Working With (WW)**

The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.

**Exploring (EX)**

The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.

**Becoming Aware (BA)**

The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

**N:** Insufficient Use comments to report on student achievement in the early learning areas of: Social and personal learning; Health and physical learning; and Active learning processes (*Early Years Curriculum Guidelines*).

- Report on effort and behaviour using comments.
2.2 Reporting in Years 1 and 2 from 2013

For Years 1 and 2:

• Continue to use the following five-point scale to report student achievement:

**Very High**

The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

**High**

The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

**Sound**

The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.

**Developing**

The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skills in situations familiar to them.

'N' is used on a student’s report F (Prep)–12 when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.

**Support required**

The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

N: Insufficient evidence to make a judgment.

• Report on effort and behaviour using: Very high, High, Sound, Developing, Support required.

2.3 Reporting in Years 3–10 from 2013
For Years 3–10:

- Use the following five-point scale to report student achievement:
  1. **A** Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
  2. **B** Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
  3. **C** Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
  4. **D** Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
  5. **E** Evidence in a student’s work typically demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

**N:** Insufficient evidence to make a judgment.


*Table 1:* Reporting scales from 2013

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>Prep</th>
<th>years 1 - 2</th>
<th>3- 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum:</td>
<td>• Applying</td>
<td>• Very High</td>
<td>• Excellent</td>
</tr>
<tr>
<td>• Making Connections</td>
<td>• High</td>
<td>• Very good</td>
<td>• Very good</td>
</tr>
<tr>
<td>• Working With</td>
<td>• Sound</td>
<td>• Satisfactory</td>
<td>• Satisfactory</td>
</tr>
<tr>
<td>• Exploring</td>
<td>• Developing</td>
<td>• Needs attention</td>
<td>• Needs attention</td>
</tr>
<tr>
<td>• Becoming Aware</td>
<td>• Support Required</td>
<td>• Unacceptable</td>
<td>• Unacceptable</td>
</tr>
</tbody>
</table>

**EFFORT AND BEHAVIOUR**

- Comment

*USE SCHOOL EFFORT AND BEHAVIOUR REPORTING MATRIX see appendix

- Very High
- High
- Sound
- Developing
- Support required

*USE SCHOOL EFFORT AND BEHAVIOUR REPORTING MATRIX see appendix

*USE SCHOOL EFFORT AND BEHAVIOUR REPORTING MATRIX see appendix
3 Reporting is based on standards

Teachers judge the quality of student achievement using the standards specified in the *P–12 curriculum, assessment and reporting framework* Section 2.2 *Making judgments about student performance*.

4 Reporting is based on evidence

Schools report to parents on student achievement against the relevant achievement standards for each learning area or subject.

Reports reflect:

- judgments about the quality of student learning based on evidence collected over time
- the student’s most consistent level of achievement with consideration given to more recent evidence.

The evidence of each student's achievement is collected using a range of assessments aligned to the curriculum. This collection (assessment folio) is used as the basis for judgments about the student's overall level of achievement in the subject or learning area for the purpose of reporting (see *Policy statement: Assessment* for information on assessment folios).

5 Use on-balance judgments for reporting to parents

Teachers make an on-balance judgment (informed by the evidence in the assessment folio) to award an overall level of achievement in the learning area or subject at the end of a reporting period.

Teachers make on-balance judgments about the quality of student work in the assessment folio, that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period. A level of achievement is then awarded using a five-point scale (A–E or equivalent depending on the year level).

6 Reporting against what is taught and assessed
Students are assessed and reported against the achievement standard for the year level curriculum they are taught. Students who receive highly focused and intensive teaching within a unit of work, or a particular aspect of a learning area, are still assessed and reported against their year level achievement standard for that learning area.

Students provided a different year level curriculum than their age cohort, for particular learning areas (as identified in their Individual Learning Plan) are assessed and reported against the achievement standards for the year level curriculum they are taught. This is outlined in the following table. Also see Policy statement: Curriculum provision to students with diverse learning needs.

Policy statement: Reporting to parents Page 5 of 6

Table 2: Summary of requirements P-12

<table>
<thead>
<tr>
<th>Student</th>
<th>Definition</th>
<th>Curriculum taught</th>
<th>Assessment and reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students</td>
<td>Students in a year level</td>
<td>• Year level curriculum for age cohort (with differentiated instruction as specified in Policy statement: Curriculum provision to students with diverse learning needs).</td>
<td>• Assessed and reported against the year level achievement standard for age cohort.</td>
</tr>
</tbody>
</table>
| Students requiring additional learning support | Students requiring additional learning support to meet year level expectations | • Year level curriculum for age cohort for majority (with differentiated instruction and focused teaching as required).  
• Small percentage provided a different year level curriculum as identified in the Individual Learning Plan. | • Assessed and reported against the year level achievement standard for age cohort.  
• Assessed and reported against the achievement standard of the year level curriculum provided, as identified in the Individual Learning Plan. |
| Students with disability       | See Learning and disability support and Policy statement: Curriculum provision to students with disability | • Year level curriculum for age cohort for majority (with differentiated instruction as required).  
• Small percentage provided a different year level curriculum as identified in the negotiated Individual | • Assessed and reported against the year level achievement standard for age cohort.  
• Assessed and reported against the achievement standard of the year level curriculum provided, as         |
<table>
<thead>
<tr>
<th>Learning Plan.</th>
<th>• Very small percentage on a highly individualised curriculum providing significant educational support — based on adjustments to curriculum content and achievement standards — as identified in the Individual Learning Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and talented students</td>
<td>• Assessed and reported against the expectations documented in the Individual Learning Plan.</td>
</tr>
<tr>
<td>See Policy statement: Curriculum provision to gifted and talented students</td>
<td></td>
</tr>
<tr>
<td>• Year level curriculum for age cohort for majority (with differentiated instruction as required).</td>
<td>• Assessed and reported against the year level achievement standard for age cohort.</td>
</tr>
<tr>
<td>• Some students provided a higher year level curriculum in one or more subjects or learning areas as identified in the Individual Learning Plan.</td>
<td>• Assessed and reported against the achievement standard of the year level curriculum provided, as identified in the Individual Learning Plan.</td>
</tr>
<tr>
<td>• Small percentage of students provided full year level acceleration as identified in their Acceleration plan (Individual Learning Plan).</td>
<td>• Assessed and reported as part of year level cohort to which student is accelerated (year level advancement) as identified in the Individual Learning Plan.</td>
</tr>
<tr>
<td>Students learning English as a second or additional language or dialect EAL/D (ESL)</td>
<td></td>
</tr>
<tr>
<td>See English as a Second Language (ESL)/ English as a Second Dialect (ESD)</td>
<td></td>
</tr>
<tr>
<td>• Year level curriculum for age cohort for majority (with differentiated instruction as required).</td>
<td>• Assessed and reported against the year level achievement standard for age cohort.</td>
</tr>
<tr>
<td>• Small percentage provided a different year level curriculum as identified in the negotiated Individual Learning Plan.</td>
<td>• Assessed and reported against the achievement standard of the year level curriculum provided, as identified in the Individual Learning Plan.</td>
</tr>
</tbody>
</table>

*See English as a Second Language (ESL)/ English as a Second Dialect (ESD)*

Year level curriculum for age cohort for majority (with differentiated instruction as required).

Small percentage provided a different year level curriculum as identified in the negotiated Individual Learning Plan.
Appendix
<table>
<thead>
<tr>
<th>Capability</th>
<th>Established (score = 4)</th>
<th>Consolidating (score = 3)</th>
<th>Developing (score = 2)</th>
<th>Emerging (score = 1)</th>
<th>Not Shown (score = 0)</th>
</tr>
</thead>
</table>
| **Work Confidence** | - Almost always attempts hard work first before asking for help.  
- Frequently contributes constructively to class discussions.  
- Frequently raises hand to answer a difficult question.  
- In almost all areas of schoolwork, believes s/he will be successful.  
- Behaviour and Effort Reporting Matrix | - Often attempts hard work first before asking for help.  
- Sometimes contributes constructively to class discussions.  
- Sometimes raises hand to answer a difficult question.  
- In many areas of schoolwork, believes that s/he will be successful. | - Sometimes attempts hard work first before asking for help.  
- Sometimes contributes constructively to class discussions.  
- Sometimes raises hand to answer a difficult question.  
- In some areas, developing the belief that s/he will be successful. | - Rarely attempts hard work first before asking for help.  
- Rarely contributes constructively to class discussions.  
- Hardly ever raises hand to answer a difficult question.  
- Does not seem to believe s/he will be successful. | Behaviour not demonstrated |
| **Persistence** | - When encounters difficult material, always tries hard.  
- Always stays with difficult tasks until completed. | - When encounters difficult material, usually tries hard.  
- Often stays with difficult tasks until completed. | - When encounters difficult material, shows signs of giving up.  
- Beginning to stay with difficult tasks until completed. | - Gives up with difficult material.  
- Limited follow-through with difficult tasks. | Behaviour not demonstrated |
| **Organisation** | - Seems to have the goal to do his/her best in all areas of schoolwork.  
- Consistently listens and keeps track of when an assignment/homework is due.  
- Always punctual and plans time well.  
- Always puts things away.  
- Always has supplies ready. | - Seems to have the goal to do his/her best in some areas of schoolwork.  
- Often listens and keeps track of when an assignment/homework is due.  
- Usually punctual and plans time well.  
- Usually puts things away.  
- Usually has supplies available. | - Beginning to set the goal of being successful and doing his/her best in different areas of schoolwork.  
- Punctual and plans some of the time.  
- Sometimes listens and keeps track of when an assignment/homework is due.  
- Sometimes puts things away. | - Does not seem very interested in completing the goal of being successful schoolwork.  
- Seldom listens and does not keep track of when work is due.  
- Generally not punctual and wastes time.  
- Beginning to put things away. | Behaviour not demonstrated |
| **Getting Along** | - Always works well with others.  
- Always follows school rules.  
- Resolves disagreements peacefully.  
- Has excellent friendship-making skills.  
- Always tries to help others. | - Often works well with others.  
- Generally follows school rules.  
- Often resolves disagreements peacefully.  
- Has good friendship-making skills.  
- Often tries to help others. | - Sometimes works well with others.  
- Starting to conform to school rules.  
- Learning how to resolve disagreements peacefully.  
- Learning how to make friends.  
- Sometimes tries to help others. | - Seldom works well with others.  
- Has trouble following school rules.  
- Has difficulty resolving disagreements peacefully.  
- Has trouble making friends.  
- Does not really try to help others. | Behaviour not demonstrated |
| **Resilience** | - Almost always remains calm in confronting or challenging situations.  
- When very upset, calms down in a reasonable period of time.  
- Always bounces back to work or play. | - Usually remains calm in some but not all confronting situations.  
- When very upset, mostly calms down in a reasonable period of time.  
- Usually bounces back to work or play. | - Sometimes stays calm in difficult or challenging situations.  
- When very upset, sometimes can calm down in a reasonable period of time.  
- Sometimes seem to bounce back to work or play. | - Seldom remains calm in confronting or challenging situations.  
- Stays upset for long periods.  
- Does not bounce back easily. | Behaviour not demonstrated |