Corinda State High School
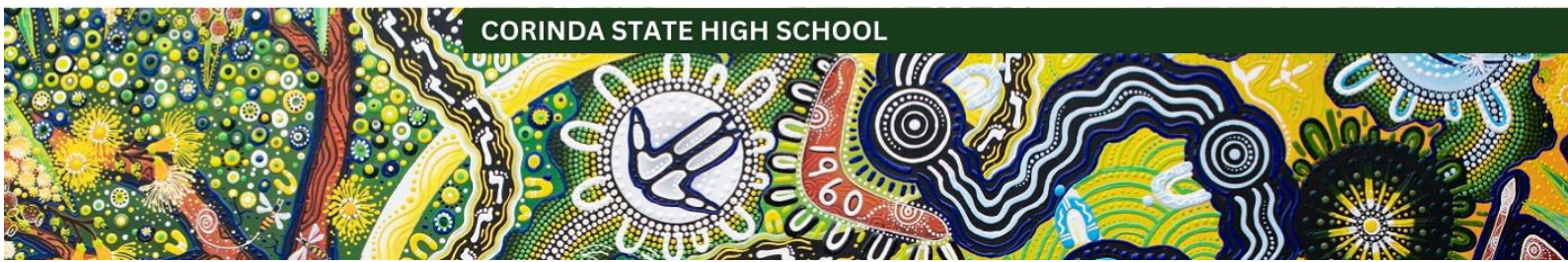
REPORTING PROCEDURES

Contents

Introduction

Academic reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken. Reporting builds the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

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

This document serves to outline processes required around **formal reporting** junctures, issued as report cards at semester junctures. However, **informal reporting** to parents also occurs through the regular publication of assessment results through the school assessment platform (Daymap). This allows parents to see progress of their students throughout the year across different subject areas, whilst minimising the formal reporting requirements for teaching staff.

Purpose and principles

Corinda SHS is committed to providing reporting to families that:

- is in keeping with *P-12 Curriculum, Assessment and Reporting Framework: Reporting to Parents*
- is consistent with expectations for the QCE or QCIA
- recognises that feedback and reporting are separate processes
- is aligned with the AITSL recommendations for effective feedback for reporting comments
- is achievable for teachers and administration, including appropriate time for marking and moderation within the reporting guidelines for each reporting juncture.

## *Systemic requirements for formal reporting*

Schools are required to:

- report twice-yearly to parents/carers using A-E standards
- use OneSchool to report student achievement for each subject studied against the relevant achievement standard.
- Report on effort and behaviour using the scale: Excellent, Very good, Satisfactory, Needs attention, Unacceptable.
- Provide comments in 'plain language' that are accessible for parents

Schools may:

- on request from a parent for information about their child's performance relative to that of other students, provide a comparison to the student's peer group at the school. This will be presented as a distribution graph of grades from A-E for a cohort in a subject area.
- use the formative assessment that has been gathered against the achievement standards, to inform reporting to parents. This practice is a school-based decision and should only be applied to individual students in circumstances agreed to at the school level and in consultation with parents. It is important to align to the appropriate scale for reporting and the formative assessment evidence needs to be judged using a marking guide aligned to the Australian Curriculum achievement standards. (see N Ratings)

Relevant Policy Documentation

- P-12 Curriculum, Assessment and Reporting Framework – Department of Education (2021)
- QCE and QCIA policy and procedures handbook v1.1 (2019)
- National Education Agreement (2018)
- Corinda State High Assessment Policy v. 2024
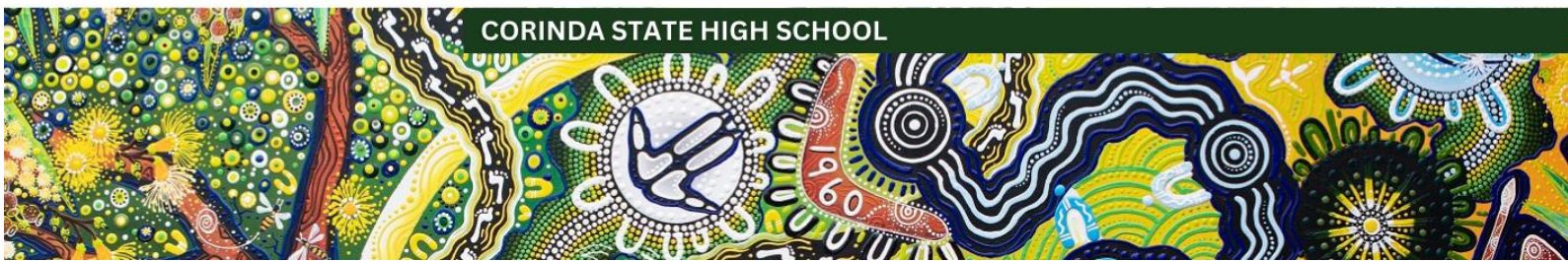
Determining a Level of Achievement

In alignment with the *P-12 Curriculum, Assessment and Reporting Framework: Reporting to Parents* (p.26):

At the end of the semester the teacher makes an on-balance judgement about the student's overall level of achievement against the aspects of the achievement standard assessed; or learning expectations assessed for students with a highly individualised curriculum. This judgement is based on the evidence of student performance in the assessment folio. It takes into consideration the most recent evidence.

Reports reflect:
- judgments about the quality of student learning, based on evidence collected during the
- the student's most consistent level of achievement with consideration to more recent evidence.

The evidence of each student's achievement is collected using a range of assessments aligned to the curriculum. The assessment folio or individual assessment instruments provide the basis for reporting judgments about the student's overall level of achievement in the learning area/subject.

Results used for reporting across the year are **cumulative**, unless the subject has only been studied for a single semester (e.g. junior electives).

Schools are required to report at least twice yearly on student achievement in QCAA General and Applied Senior Syllabuses, and QCAA Short Courses; or vocational education and training certificates; or the International Baccalaureate. The assessment for the reporting period is outlined in each school's teaching, learning and assessment plan or approved study plan. In Year 12 judgments about the quality of student learning in General and Applied subjects are based upon the summative assessment completed to date.

Application

Responsibilities

ELT

School administration is required to:
- issue reporting guidelines for teachers and Heads of Department (HoDs) at the beginning of each calendar year
- maintain assessment calendars for years 7-12 that align with reporting timeframes
- publish semester reporting twice yearly to parents
- oversee the use of Daymap to publish assessment marks at the conclusion of marking and moderation
- manage a curated set of reporting comments for Semester Reporting

Heads of Department

Heads of Department are required to:
- manage the documentation and publication to students and parents of Semester Overviews, including assisting teachers and teaching teams to negotiate and issue corrections
- oversee the accurate uploading of assessment and results into Daymap
- maintain systems for effective moderation, including processes for students and parents to appeal a grade
- assist DP in the development of a curated set of reporting comments for Semester Reporting
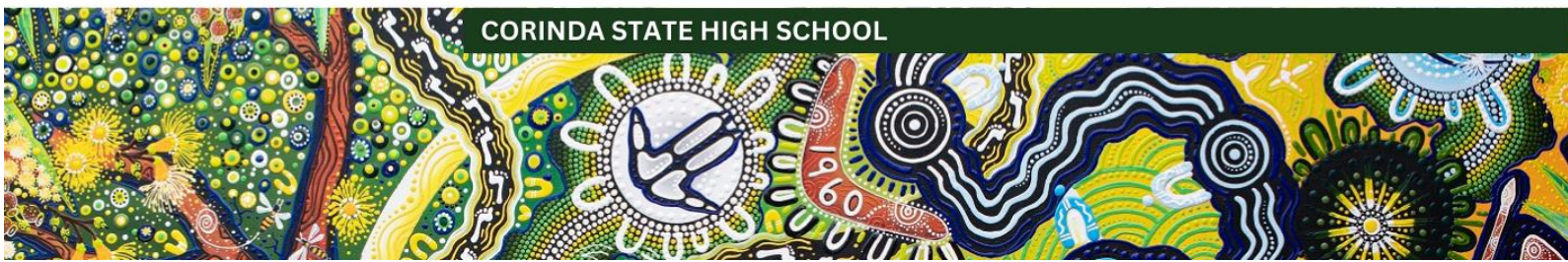
Teachers

Teachers are required to:
- document and publish Semester Overviews to students and parents
- use Individual Curriculum Plans (ICPs) or Personalised Learning Plans (PLPs) to inform the enactment of assessment
- adhere to the assessment calendar and participate in effective moderation and feedback practices
- upload and publish results into Daymap with accuracy
- communicate with parents and carers transparently around student progress in a timely manner
- check and edit semester and other reporting.

Semester reporting

Semester reports are generated and issued through OneSchool at the end of each semester. Years 7-12 receive a semester report for both semester 1 and 2. This report includes:
- grades for achievement, effort and behaviour.
- comments generated through the OneSchool comment bank.

Grades

The semester report consists of:
- a Level of Achievement (A-E). The awarding of this grade is based on the evidence available in the student folio. For subjects that run the entirety of the year, the grade is a cumulative result.
- an Effort grade (very good - unsatisfactory). The awarding of this grade is based on the teacher professional judgement matched to the descriptors included in the Academic Reporting matrix
- a Behaviour grade (A-E). The awarding of this grade is based on the teacher professional judgement matched to the descriptors included in the Academic Reporting matrix.

Comment bank

Reporting comments are arranged into four categories (academic, effort, behaviour and improvement) and are regularly revised by SLT. Comments should, together in sequence, indicate to parents and/or guardians that the student is 'known' to their teacher. Teachers should check that comments are not misaligned to a student's Personalised Learning Plan (PLP), particularly for behaviour and effort. Teachers should use the following guideline to structure their reporting comments:

Academic:
- Differentiated Program: Excellence or Honours students or students on Individual Curriculum Plans have comments that identify the personalised nature of their curriculum.
- An initial comment indicating the position of the student in relation to the level of achievement: upper, middle, or lower
- Students in year 12 completing General Subjects will have the progressive numerical result noted (provisional, pending confirmation through QCAA)
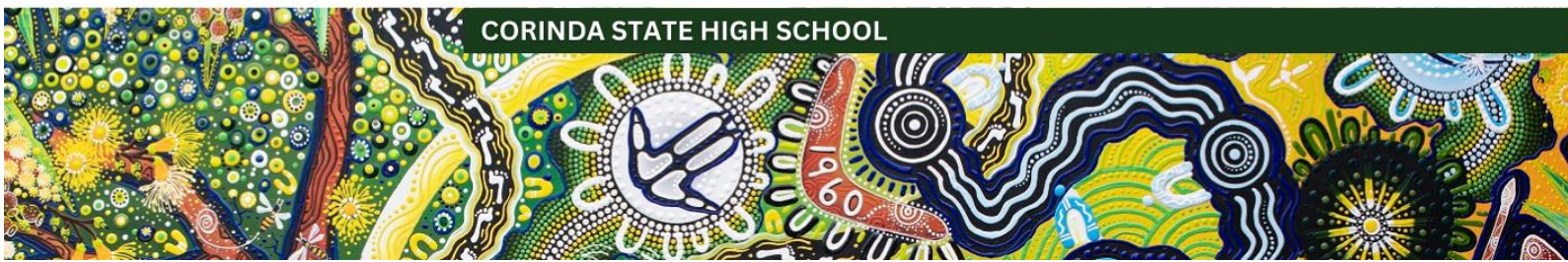
Effort:
- A comment(s) about the student's effort in class that is also in accordance with a student's support provisions (if any)

Behaviour:
- A comment(s) about the student's behaviour in class that is also in accordance with a student's support provisions (if any)

Improvement:
- A comment that provides the student with feedback to improve their result

Semester Reporting Guidelines

The timelines below guide the facilitation of accurate and thorough reports, which are quality assured prior to publication to parents. While reporting timelines are enacted consistently for 7-12 in Semester 1, staggered finish dates for different year levels means reporting occurs in phases during Semester 2.

Reporting Publication Weeks in 2024 are as follows:

- Year 7-12   Semester 1 Reports   Week 1 Term 2
- Year 12   Semester 2 Reports   Week 6 Term 4
- Year 10 & 11   Semester 2 Reports   Week 8 Term 4
- Year 7-9   Semester 2 Reports   Week 11 Term 4

Semester Reporting Guidelines	
4 weeks prior to report publication	**Day 1:** DP prompts teachers to check class lists in OneSchool. DP distributes comment bank to HoDs for checking. **Day 5:** By 8:30 am teachers email DP with any amendments to class lists. By 8:30 am HoDs email DP with any amendments to comment banks. All assessment for the reportable period should have concluded
3 weeks prior to report publication	**Day 1:** DP opens reporting for staff. Teachers must seek approval from relevant DP or GO in relation to awarding of "N" rating.
2 weeks prior to report publication	**Day 5:** HODs check reporting progress and alignment of comments and grades, and the alignment of comments with support provisions. HODs clarify and check awarding of D or E results, particularly around contact home.
1 week prior to report publication	**Day 5 (Last Day of Term 2):** DP closes reporting at 8:30 am and distributes the list of incomplete reports to HoDs. DP reopens reporting and HoDs communicate with staff who have not completed their reporting. DP closes reporting at 4 pm.
Report Publication Week	**Day 1-3:** HoDs check reports and communicate with staff to address any errors. Final changes are made and DP closes reporting at 4pm of Day 3. **Day 5:** All reports are finalised and sent to parents.

Other guidelines

Not Rated (NR)

It is the school's intention that all students be rated according to the Achievement Standard (in Years 7-10) and the Reporting Standards (in Years 11 and 12); however, it is not always possible to gather sufficient evidence to make a judgement against these standards. In these exceptional circumstances, the classroom teacher makes a request of the faculty HoD and the year level Deputy Principal. If the HoD can confirm that the teacher is not able to make a reasonable judgement against the standard based on evidence and the school's Assessment Policy and other process have been adequately addressed, then the Deputy Principal approves the NR.

The Deputy Principal – Reporting (DP) collates and distributes the lists of NR student at each reporting juncture, according to the reporting timelines.

An NR applies to the academic result and may result in the effort and behaviour result being left blank. Where possible or reasonable, feedback may still be provided for effort, behaviour and improvement as approved by the HOD and DP.

Communicating with parents and guardians of students at risk

Corinda SHS has a 'no surprises' policy for reporting. This affects the way we manage students who, on the formative evidence, are at risk of not achieving a satisfactory (C) standard on a semester report. For these students, the teacher works with the student and their parent or guardian to make an improvement plan. Timely intervention includes:

- arranging to speak to a parent or guardian in person, on the phone, or (as a last resort) via email as soon as the concern become apparent as a result of:
  - absence
  - unsatisfactory effort
  - unsatisfactory behaviour
  - finding the work difficult
- recording details of the improvement plan, and any other follow-up actions, on OneSchool
- monitoring student progress towards the next reporting juncture
- requesting a parent-teacher interview via the reporting process.

Students on Individual Curriculum Plans

Students with an endorsed Individual Curriculum Plan (ICP) for a specific subject are reported on in the same manner as their peers. Their assessment/s are marked against the appropriate achievement standards for their ICP level and an overall grade is awarded. Their report card will clearly indicate which subject/s have been assessed at a different level.

Students in Excellence classes

An initial reporting comment is to be added to the relevant class for students who are enrolled in an Excellence or Honours class in 7-10.

Appeals and corrections

As part of faculty moderation processes, each faculty has a mechanism for students to request a remark of an individual item. This typically involves the student making a request via the teacher or Head of Department (HoD). Work is remarked by the HoD or delegate, such as a subject coordinator. The results are communicated directly to the student and recorded on the task sheet and profile.
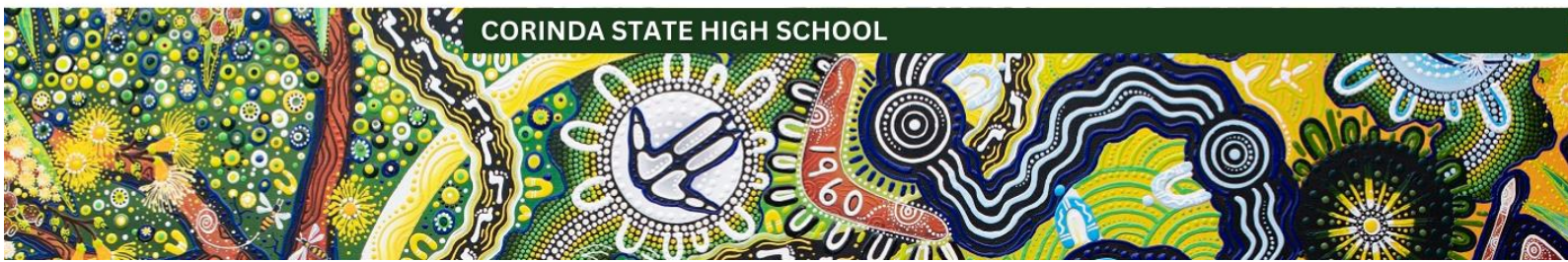
A student or parent may appeal the result on a school report by contacting the faculty HoD or year level Deputy Principal (DP) who can then investigate the result and decide whether it is accurate. If the result at any reporting juncture is incorrect, then the DP (Reporting) will record the correction on OneSchool and re-issue the report card.

Appendices

Appendix 1 – Reporting Scales in the *P-12 Curriculum, Assessment and Reporting Framework*

Reporting scales

	Years 3 – 10	Years 11 – 12
Achievement	▪ A ▪ B ▪ C ▪ D ▪ E	QCAA subjects studied ▪ For students in Year 12 in 2019: A – E; or VHA, HA, SA, LA, VLA ▪ For students in Year 11 from 2019 and Year 12 from 2020: A – E **VET** ▪ Competency Achieved ▪ Working Towards Competency ▪ Competency Not Achieved **International Baccalaureate** ▪ 1 – 7 Scale
Effort and Behaviour	▪ Excellent ▪ Very good ▪ Satisfactory ▪ Needs attention ▪ Unacceptable	▪ Excellent ▪ Very good ▪ Satisfactory ▪ Needs attention ▪ Unacceptable Effort and behaviour are not reported at exit

Years 3 – 10 reporting scales	**Use the following five-point scale to report student achievement in Years 3 – 10:** A Evidence in the student's work typically demonstrates a sophistication of conceptual understandings and skills from the standard that are able to be transferred to new situations. B Evidence in the student's work typically demonstrates a developing sophistication of conceptual understandings and skills from the standard and these are beginning to be transferred to new situations. C Evidence in the student's work typically demonstrates that they have developed the required conceptual understandings and skills to meet the standard and are able to apply them in familiar situations. D Evidence in the student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and are beginning to apply them in familiar situations. E Evidence in the student's work typically demonstrates that they have not yet developed the required conceptual understandings and skills to meet the standard and can only apply them in scaffolded situations. In exceptional circumstances, when there is no summative assessment or insufficient summative assessment available, schools may use the formative assessment that has been gathered against the achievement standards, to inform reporting to parents. This practice is a school based decision and should only be applied to individual students in circumstances agreed to at the school level and in consultation with parents. It is important to align to the appropriate scale for reporting and the formative assessment evidence needs to be judged using a marking guide aligned to the Australian Curriculum achievement standards. An 'N' is used only 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.
Years 11 – 12 reporting scales	**Use the A–E scale to report to parents on student achievement in QCAA General and Applied Senior Syllabuses, and QCAA Short Courses studied in the reporting period.** • Schools providing the International Baccalaureate have the option to report to parents using a 1 – 7 scale. • Report achievement in competency-based Vocational education and training units of competency using the standard competency-based ratings of: Competency Achieved, Working Towards Competency or Competency Not Achieved. • Report on effort and behaviour using Excellent, Very good, Satisfactory, Needs attention, Unacceptable. • On exit, Year 12 students are only awarded a subject result.

Communication with parents/carers about student academic performance in Years 11 and 12

This resource provides information about Academic reporting to parents for students in Year 11 in 2019, and in Years 11 and 12 from 2020. It also includes examples of feedback, which can be used to provide information about student progress to parents and students outside of academic reporting junctures.

Academic reporting to parents

Schools report according to the *P-12 Curriculum Assessment and Reporting Framework and Reporting to Parents*

- Schools use the appropriate template in OneSchool to complete written reports to parents

- Reports reflect judgments about the quality of student learning, based on evidence collected during the reporting period

- Reports provide information on student achievement for each learning area/subject studied in the reporting period, against the relevant standard

- Reports on student achievement in QCAA General and Applied Senior subjects and QCAA short courses use an A-E scale

- Student effort and behaviour is also reported

- Comments may be used in the relevant section of the report to provide additional information on aspects of particular learning areas or subjects

- On request from a parent the school can provide a comparison of their child with other students in their peer group

Feedback

Schools determine what is appropriate for their school context

- Assessment results for individual tasks in both formative and summative units of work

- Mock examination information

- Diagnostic testing data

- Tracking information

- Observation of student work beyond the scope of the subject assessment plan

- Collaborative task observations

- Parent/teacher interviews

- Phone calls to parents/carers

- Teacher notes to parents in student workbooks or student diaries

- Anecdotal evidence based on observations of class activities

Queensland Government

Feedback

Effective feedback leads to positive changes in teaching and learning practices and significant improvements in student outcomes.

WHAT IS FEEDBACK?

Feedback is:

- information for the student and/or teacher about the learner's performance
- relative to learning goals and based on evidence
- designed to close the gap between current and desired performance by informing teacher and student behaviour.

Global evidence shows students who receive high quality feedback can make an additional eight months' progress over a year.

To find out more visit **http://evidenceforlearning.org.au/toolkit/feedback/**

+8 MONTHS

WHAT DOES EFFECTIVE FEEDBACK LOOK LIKE?

Two evidence based models for thinking about feedback are Hattie & Timperley (2007) and Black & Wiliam (2009). Both models address **three important questions.**

Hattie & Timperley
Feedback model

Black & Wiliam
Formative assessment model

Where the learner is going

Q.1 Where am I going?

"To be able to plan and draft a narrative."

Where the learner is right now

Q.2 How am I going?

"Your plan includes most of the narrative stages we identified."

How to get there

Q.3 Where to next?

"Add the missing stages to the plan, then start your draft using our interesting sentence tip sheet."

Hattie and Timperley outline four levels at which feedback is directed, in order of least to greatest impact

1. **Self** – personal evaluation and affect (usually positive) about the student
   "You always do great work."
2. **Task** – feedback on how well tasks are performed
   "You need to include appropriate scientific language."
3. **Process** – feedback on the learning processes underlining or relating and extending tasks
   "You need to take steps to ensure you use credible sources."
4. **Self-regulated** – feedback on how students monitor, direct and regulate their own learning
   "You sought feedback from a peer and I can see that helped with clarifying your argument."

Black and Wiliam detail five strategies to put feedback into practice

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering classroom activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as instructional resources for one another
5. Activating students as the owners of their own learning.

WHAT CAN EFFECTIVE FEEDBACK ACHIEVE?

- Students increase effort particularly when there is a clear goal that is appropriately challenging.
- Students develop and use more effective learning strategies such as error detection and self-assessment.
- Students increase autonomy, ownership and self-regulation of their learning.
- Teachers provide feedback aligned to specific goals and criteria for performance.
- Teachers understand the effectiveness of their teaching, and select and adapt strategies to meet students' needs.

Adapted from AITSL Spotlight on Feedback.

For help with improving feedback in your context visit — aitsl.edu.au/feedback

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Australian Institute
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Limited

Effort

Description	Excellent	Very good	Satisfactory	Needs attention	Unacceptable
	A	B	C	D	E
Student: · demonstrates the perseverance to complete set tasks and seeks a sense of accomplishment · seeks and/or uses teacher feedback meaningfully · takes responsibility for learning and seeks or accepts assistance when needed · contributes and engages with class discussions · attempts difficult/new tasks · is prepared to learn · presents work in an appropriate manner · manages time appropriately · starts tasks promptly · submits all summative work and assessment on time · submits formative work and assessment on time · completes all class activities.	consistently and with agency	mostly	usually	inconsistently	rarely or never

CORINDA STATE HIGH SCHOOL

Behaviour

Description	Excellent A — consistently and with agency	Very good B — mostly	Satisfactory C — usually	Needs attention D — inconsistently	Unacceptable E — rarely or never
Student: • respects work, emotions and contributions of self and others • maintains positive relationships with self and others • demonstrates awareness of rights, physical and mental health, and positive relationships with self and others • listens attentively and respectfully to others • follows class and school expectations/rules • attends scheduled lessons in a timely manner • works without distracting others and has a positive impact on the class • interacts respectfully via digital communication • demonstrates academic integrity • uses equipment and school property appropriately					

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