

**BURROWES STATE SCHOOL**

# Guidelines for Reporting Policy

**BURROWES  
STATE SCHOOL**

**Freedom to Learn**



Last Revised April 2023 by HOD-C & Leadership Team

## Reporting to Parents

Requirements for reporting are specified in the P-12 curriculum assessment and reporting framework and are informed by the *National Education Agreement*.

Additional information from **EQ Policy statement: Reporting to Parents** is provided below.

**Academic reporting** involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Reporting builds the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents and carers, 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.

In addition to providing written reports, schools offer parents/carers the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice yearly. **Parent teacher interviews are to follow written reports twice per year. See example schedule as follows: -**

- Meet and greet term 1
- Semester 1, completed written report emailed to parents' week 10, term 2.
- Parent teacher interviews in term 3.
- Semester 2, completed written report emailed to parents' week 10, term 4.

**NOTE: Timelines will be communicated to staff at the end of Term 1 and 3 each year via email, SharePoint and PLT and agenda.**

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 are also reported. **Moving forward in 2020 and beyond, written reports will consist of a behaviour and an overall comment.**

Schools use a **five-point scale** to report student achievement:

	Prep	Years 1 - 2	Year 3 - 6
<b>Achievement</b>	Applying (AP) Making Connections (MC) Working With (WW) Exploring (E) Becoming Aware (BA)	Very High High Sound Developing Support Required	A B C D E
<b>Effort and Behaviour</b>	Comment	Very High High Sound Developing Support Required	Excellent Very Good Satisfactory Needs Attention Unacceptable

Whole School Behaviour Comment Bank in OneSchool		
Code	Achievement	Comments
BEHAVA	A	{Name} exemplifies the Burrowes State School's behavioural expectations and consistently demonstrates behaviours that align to the Positive Behaviour for Learning mantra of being respectful, responsible, safe and a learner. {Name} makes positive behavioural choices in all situations.
BEHAVB	B	{Name} continuously displays the Burrowes State School's behavioural expectations and always demonstrates behaviours that align to the Positive Behaviour for Learning mantra of being respectful, responsible, safe and a learner. {Name} makes positive behavioural choices in most situations.
BEHAVC	C	{Name} regularly displays the Burrowes State School's behavioural expectations and demonstrates behaviours that align to the Positive Behaviour for Learning mantra of being respectful, responsible, safe and a learner. {Name} usually makes positive behavioural choices in most situations.
BEHAVD	D	{Name} occasionally displays the Burrowes State School's behavioural expectations and needs to put a more concerted effort into being responsible and owning choices made. {Name} needs to work on behavioural choices and ensure that they follow the Positive Behaviour for Learning mantra of being respectful, responsible, safe and a learner in all situations.
BEHAVE	E	{Name} has difficulty displaying the Burrowes State School's behavioural expectations and regularly needs support to participate in school activities in an appropriate manner. {Name} needs to work on behavioural choices and ensure that they follow the Positive Behaviour for Learning mantra of being respectful, responsible, safe and a learner in all situations.

### Achievement code

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

**Please Note: if using an 'N' on a student's report card you must first have a conversation with your year level deputy principal to explain why this is required.**

### Sample N comments

Due to dual placement arrangements with Autism Queensland, (Name) has not participated in the \_\_\_\_\_ program this semester.

Due to dual placement with Autism Queensland and an alternate timetable at school (Name) has not participated in \_\_\_\_\_ lessons or assessment this semester.

Due to the focus on social/emotional learning goals in (Name's) individual behaviour plan this semester no assessable tasks were completed in this \_\_\_\_\_ area. (Name) achieved (his/her) goal of remaining in the classroom during these lessons, following some teacher instructions.

There is insufficient evidence for an assessment result due to a high number of absences on the days \_\_\_\_\_ is taught and assessed.

Due to a part time education plan, (Name) has not participated in \_\_\_\_\_ lessons or assessments this semester.

Due to insufficient evidence (Name) is unable to be given a grade.

Unable to be taught and assessed in \_\_\_\_\_ due to being on an alternative program.

**\*Remember** these are sample comments only and provide an example of the context in which an N comment is appropriate, please personalise them to the situation for the specific child you are reporting on.

**NOTE:** If a student has been present and given every opportunity to learn, however, due to their behaviour they chose not to participate, the student would receive an 'SR' or 'E' grade not an 'N' grade. Schools report to parents on student achievement against the relevant achievement standards for each learning area or subject.

Guidelines for schools according to the P-12 curriculum assessment and reporting framework regarding summative assessment and reporting are as follows.

### **Summative assessment:**

- Maintain an **assessment folio** for each student in each learning area and/or subject. An assessment folio contains student responses to summative assessments.
- Specify the **summative assessment** for each learning area and/or subject in each semester taught.
- Administer summative assessment, for the purposes of reporting to parents/carers, and to gather evidence against the relevant **achievement standard**.
- Use **marking guides**, that use the relevant achievement standards and **assessable elements**, to judge the quality of the evidence of student achievement demonstrated in the assessment.
- Use the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate **five-point scale**.

### **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 summative evidence.

The assessment folio is used as the basis for judgments about the student's overall level of achievement in the subject for the purpose of reporting.

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 the five-point scale.

KLAs are assessed and reported against the **achievement standard for the year level curriculum** they are taught.

**A student report is a formal document. It reflects the professionalism of each contributing teacher and the quality of the teaching and learning within our school.**

An A-E comment bank from PBL will be used for behaviour comments and individualised general comments for the overall comment. If a student receives a D for behaviour there should be a classroom behaviour plan in place for that student. If a student receives an E for behaviour, they should have an individual behaviour support plan.

Statements will be written using the achievement standards which have been assessed for the Semester.

### Example of Reporting Timelines ... Semester 2

	Focus Items	Who
<b>Week 5</b>	<p><b>Reports Open Monday of Week 5</b> Teachers, please check to make sure your class matches the students allocated for you to report on. Please inform your HOD-C if there are any issues/missing students etc. Remember that any student who you believe should receive an N grade, must first be discussed and approved by your respective DP.</p>	HOD-C Teachers Teachers
<b>Week 6 - 8</b>	<p>Teachers to use this time to begin student data entry. Any issues or concerns please discuss with your team, HOD/HOSS and or DP.</p> <p>Draft Report Guidelines will be sent out to you that explain what is required @Burrowes. (Document under construction)</p> <p>Please ensure you use the buddy system to check reports for errors or missing entries prior to the closing of reports on Monday of week 9. We will discuss this and arrange buddies during PLT's in week 3.</p>	Teachers Teachers HOD-C Teachers & HOD-C
<b>Week 9</b>	<p><b>Reports Close Monday of Week 9</b> Reports will be closed at 8:30am on Monday Week 9 12<sup>th</sup> June. Admin will email PDF reports to buddies.</p> <p>Buddy to proof read and hand back checklist to classroom teacher by Wednesday 14<sup>th</sup> June.</p> <p>Reports will then open again Wednesday 14<sup>th</sup> June for edits to be completed.</p> <p>Once completed classroom teacher to send checklist to line leader ready for Deputy checking. Reports Closed Friday 2pm 16<sup>th</sup> June.</p> <p>This allows sufficient time for the DP's to check and provide feedback in necessary.</p>	HOD-C Teachers Admin Teacher Teacher DP's
<b>Week 10</b>	<b>Reports emailed out to parents</b>	<b>Admin</b>

**Timelines will be communicated to staff via data plan, email, SharePoint and PLT agenda.**

**Student reports should be written in formal language: -**

- The full Christian name of the student (as recorded on One School) is to be used. Shortened names and nick-names are not appropriate. e.g. Christopher not Chris
- All reports are written to the parents or legal guardians not to the students. Students should **not** be addressed directly. e.g. Well done, Susan!
- However, they are the subject of the report and maybe indirectly addressed. e.g. Susan is encouraged to make greater use of class time and to complete her homework regularly.
- Student reports should be written in the third person. Therefore no 'I' statements should be included.
- If you use 'however' as a conjunction, it needs to look like this:  
Susan has worked well this semester, however, ...

## Appropriate Use of Tenses

### Present Tense

This refers to actions that are happening now - at this moment.

e.g. Susan is an enthusiastic student and always participates actively in class activities.

Susan works reasonably well and co-operates willingly in class.

### Past Tense

This refers to actions that have happened in the past - a few seconds ago or throughout last semester.

e.g. Susan has been an enthusiastic student who willingly participated in all class activities.

Susan worked diligently throughout this semester and co-operated willingly in class.

### Future Tense

This refers to actions that will happen in the future - in a few seconds, over the next term or in a few years.

e.g. Susan will need to co-operate more fully during class activities if her results are to improve.

### Mixing Tenses

Most reports will be a combination of past and present.

e.g. Susan readily contributes to class discussion and has displayed a genuine interest all semester.

**Use future tense sparingly as the aim of the report is to provide feedback on the skills/attitudes currently demonstrated (present) and the work completed (past) throughout the semester.**

## Appropriate Use of Vocabulary

Teachers should select discerningly from a range of vocabulary to most adequately describe each student's knowledge, skills, attitudes and abilities.

Correct	Incorrect
Semester One	Semester 1, semester one, Semester one
This semester	This Semester
This term	This Term
Mathematics programme	Mathematics Programme
Susan has excelled at Mathematics...	Susan has excelled at mathematics...
Susan has a scientific mind...	Susan has a Scientific mind...
co-operative	cooperative
self-esteem	self esteem
programme	program
recognise, organise	recognize, organize
classroom	class room
Interhouse	Inter House
Interschool	Inter School
and	&
focused	focussed
well-mannered	A hyphen should be used when it is a direct adjective. e.g. A well-mannered boy. A hyphen is not used when it is not a direct adjective. e.g. He is well mannered.

**Grammatical Errors**

Area to be avoided	Correct	Incorrect
Unnecessary use of the pronoun	He is well prepared for lessons and makes an effort to organise himself.	He is well prepared for lessons and he makes an effort to organise himself.
Tautology (saying the same thing twice)	Sarah is a diligent student.	Sarah is a diligent, hard-working student.
Collective noun/singular verb	The range of school activities participated in is commendable.	The range of school activities participated in are commendable.
Ending a sentence with a preposition	Jason enjoyed all the activities in which he participated.	Jason enjoyed all the activities he participated in.

**Terms not to be used**

Term	Reason	Alternative
tried hard, worked well	There are many more suitable adjectives that address specific skills & achievements.	diligent, consistent, applied, competent, effective
intelligent	You would need an IQ score to validate this comment.	capable, competent, adept, proficient, perceptive
pleasing, lovely, impressive, fantastic, terrific, alright, wonderful	These comments are in vernacular language.	exemplary, courteous, commendable, outstanding, meticulous, *
good	There are many more suitable adjectives that address specific skills and achievements.	satisfactory, considerable, sound, purposeful * see above
reaching full potential	A child's full potential cannot be quantified.	Susan is striving to do her best. Susan rejects mediocrity.
well done, Jane	Addresses the student and not the parents who are the intended audience.	Jane is to be congratulated for...
will improve	Do not promise what might not happen.	With continued effort, Jane should... A more positive approach may yield...

**Retention of assessments: - EQ directive**

Assessment Type	Retention Period	Actions for Burrowes
Academic record	Permanent	Already permanently retained within our OneSchool reporting processes
Assessment – summative (master copy)	5 years	Summative assessments based on ACARA. Retained and archived in G-Drive/OneNote.
Assessment – student results	1 year after the summative assessment is reported on	All paper summative assessments are to be collected. Collect current year and previous year's assessments and store in filing cabinets. After 1-year summative assessments are to be disposed of as per EQ guidelines.



**Appendix 1:- 5 point scale****For Prep:**

Use the following five-point scale to report student achievement in the Australian Curriculum:

- **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 evidence to make a judgment.<sup>1</sup>

**Years 1 – 2 reporting scales**

Use the following five-point scale to report student achievement in Years 1 – 2:

- **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 skill in situations familiar to them.
- **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.

**Years 3 – 6 reporting scales**

Use the following five-point scale to report student achievement in Years 3 – 10:

- **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
- **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.
- **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.
- **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.
- **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.**

\*NB – if you would like to use N on a report card for a student you will need to see the Principal or Deputy Principal to have a discussion about the reason beforehand.

**‘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 ABSENCE.**

**Overall Comments**

An overall behaviour comment (selected from the drop-down options) and a personalised statement will be provided in the Overall Comment area of the report card, in relation to the student reading goal and behaviour goal.

### 2023 Semester 1 Reporting Timelines

<b>Term 2</b>	<b>Focus Items</b>	<b>Who</b>
Week 5	Reports Open Monday of Week 5	HOD-C
Week 6 - 8	Data Entry	Teachers
Week 9	Reports Close Monday of Week 9	HOD-C
	Proof Reading	Leadership
Week 10	Reports emailed out to parents	HOD-C

### 2023 Semester 2 Reporting Timelines

<b>Term 4</b>	<b>Focus Items</b>	<b>Who</b>
Week 5	Reports Open Monday of Week 5	HOD-C
Week 6 - 8	Data Entry	Teachers
Week 9	Reports Close Monday of Week 9	HOD-C
	Proof Reading	Leadership
Week 10	Reports emailed out to parents	HOD-C