

SCHOOL REPORTS

Semester 1 2008

YEARS 1-6

Our school reports your child's achievement and progress with written reports twice a year and the opportunity for a follow up interview. This report is a report on your child's progress for work assessed during Semester 1 using a variety of assessment strategies at your child's Grade and Stage level.

You can ask the school to provide you with written information that clearly shows your child's achievement in the subject studied in comparison to that of other students in the child's grade at school. This information will show you the numbers of students in each of the achievement levels.

Student Achievement in Key Learning Areas

Your child's achievement for the strands for each of the Key Learning Areas is reported using a five point scale. The scale below equates to an A-E Scale, that is, A-Outstanding Achievement, B- High Achievement, C-Sound Achievement, D-Basic Achievement and E-Limited Achievement.

COMMON GRADE SCALE: 5 ACHIEVEMENT LEVELS

ACHIEVEMENT DESCRIPTOR	
Outstanding Achievement	The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	The student has thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and skills in most situations.
Sound Achievement	The student has sound knowledge and understanding in the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in a few areas of content and has achieved very limited competence in some processes and skills.

STUDENT EFFORT INDICATOR

LEVEL	EFFORT DESCRIPTOR
A	The student's effort is highly satisfactory, enthusiastic & conscientious.
B	The student's effort is satisfactory.
C	The student's effort is unsatisfactory. Greater effort is required.

School Report Years 1-6 Information for Parents

What has determined the change in reporting requirements?

- *Schools Assistance Act 2004* was passed through the Federal Parliament with regulations finalised 22nd December 2005.
- Influences leading to the change included reports by Professor Peter Cuttance and Shirley Stokes (January 2000) and Professor Ken Eltis (2003).

What do parents need to know?

- How the reports have changed. *From school to school changes will vary but each school needs to issue a report twice yearly and each report needs to be in Plain English, grade students A-E or equivalent and provide parents with an opportunity to receive relative and comparative information about their child's achievement.*
- What the grades mean. *The grades must be labelled A-E or an equivalent, and should be clearly defined against the specific learning standards of the syllabuses. The NSW Board of Studies has provided Grade Descriptions to support schools.*
- What it means if a child gets all C grades. *In general, C reflects sound knowledge and understanding of the main areas of content and adequate levels of competence, processes and skills. Parents need to be aware that this achievement shows that the student is coping at that level.*
- A child can receive an A in the first year of the stage. *A student is assessed on the teaching/learning programme that has been undertaken throughout the reporting period. If a student's work warrants an A, an A should be awarded.*
- What it means if a child receives a B half way through the year or stage and again at the end of the year or stage. *As the teaching/learning programme develops during the year or stage, the grade reflects the achievement at that higher level ie a B at the end of the year or stage does indicate student progress from the earlier report.*

What is Plain English Reporting?

Plain English Reporting is:

- good, clear writing which communicates as simply and effectively as possible. It uses as many words as necessary and does not use jargon or complex language.
- honest communication to parents of student's achievement, effort and progress.
- a framework for relative and comparative reporting of a student's progress and achievement. *Upon request, parents are to be provided with written information that clearly shows the student's achievement in the subjects studied in comparison to others in the student's peer group. The peer group of a student in a school includes all children who are undertaking the same year level at that school eg all Yr 3 students.*
- enhanced by teacher comments that may outline areas of strength and areas for development in achievement, work habits and social skills.
- supported by opportunities for parent/teacher interviews.