



Reporting Policy



YEPPOON STATE HIGH SCHOOL

Together we succeed

Reporting to parents and carers:

At Yeppoon State High School (YSHS) reporting requirements are derived from the [K-12 curriculum, assessment and reporting framework](#). The school reports to parents on student achievement against the relevant achievement standards for each subject/learning area.

Academic reporting is about communication to parents and students about achievement and progress in the curriculum provided. Academic reports provide point in time information about achievement at the end of each reporting period. 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.

Academic reports reflect:

- on-balance judgements about the quality of student learning, based on evidence collected during the reporting period
- the student's most consistent achievement with consideration to more recent evidence
- the achievement awarded using the appropriate reporting scale

Written reports are generated through the Department's state-wide platform of OneSchool. Academic achievement, effort and behaviour is reported on each reporting period for each subject/learning area studied. Interim reporting (end of Term 1 and 3) communicates progress rather than achievement. The end of semester reporting periods communicates student achievement in the aspects of an achievement standard that have been taught and assessed during the reporting period. Report cards are issued in the final week of each term for students in year 7-10 and start of following term for year 11-12 students.

In addition to providing written reports, parents are offered opportunities to discuss their child's academic progress, areas of gain and targeted areas for improvement with their child's teachers through two formal **parent-teacher interviews** in Term Two and Term Three. An online booking system is available through the school's website in the weeks prior to interview. All meetings must remain on schedule out of respect for other families and staff. A parent/carer of a student who has failed a subject at the end of the Term One or Term Two, or received a Needs Attention or Unsatisfactory for Effort or Behaviour rating will be requested to attend an interview.

As stated in the school's Assessment Policy, teachers will issue a **notice of concern** to parents/carers of students who they believe are at risk of failing an upcoming assessment task. Teachers will contact parents/carers if the student's draft would fail to pass the assessment task or if there is insufficient evidence to avoid a non-submission of assessment.

At the end of the semester in which the achievement standard is completed, the teacher makes an on-balance judgement about the student's overall level of achievement for the achievement standard. Year 7-10 students receive 4 reports each year, with the basis for results outlined below:

Year Level	Term 1 Report	Semester 1 Report	Term 3 Report	Semester 2 Report
7 – 10	Term 1	Semester 1	Term 3	Semester 2

The following outlines the basis for reporting results for students in Year 11-12:

Year Level	Term 1 Report	Semester 1 Report	Term 3 Report	Semester 2 Report
11 (4 school reports)	Interim Unit 1 Result	Unit 1 Result	Interim Unit 2 Result	Unit 2 Result
12 (4 school reports)	Cumulative Unit 3 Result	Cumulative Unit 3/4 Result	Cumulative Unit 3/4 Result	

* Academic achievement results awarded by YSHS in Units 3 and 4 of General and General (Extension) subjects for summative internal assessment are provisional and are not finalised until confirmed by the QCAA.

Reporting period timeframes

	Term 1 Report	Semester 1 Report	Term 3 Report	Semester 2 Report
Reporting period opens	Term 1, Week 8 (Monday)	Term 2, Week 8 (Monday)	Term 3, Week 8 (Monday)	Term 4, Week 6 (Monday)
Reporting period closes	Term 2, Week 1 (second school day of term)	Term 3, Week 1 (second school day of term)	Term 4, Week 1 (second school day of term)	Year 10-11: Term 4, Week 9 (Friday) Year 7-9: Term 4, Week 9 (Wednesday)

Reporting for diverse students:

Students who receive highly focused and intensive teaching on a particular aspect of a learning area/subject are still assessed and reported against their year-level achievement standard for that learning area/subject.

Students provided a different year-level curriculum than their age cohort for an entire learning area/subject are assessed and reported against the achievement standards for the year-level curriculum they are taught (see [A Whole school approach to support student learning](#) Table 1).

Reporting for these students taught and assessed at a different year level than their age cohort uses the five-point scale specified for their age rather than the scale related to the year level of the curriculum they have been taught (see Table 2).

Report on EAL/D students who are provided intensive SAE language teaching within their first 12 months of schooling in Australia, as appropriate. Schools can provide intensive SAE language teaching for any EAL/D student, including any Aboriginal and Torres Strait Islander EAL/D student who is beginning to learn SAE, within their first 12 months of schooling in Australia and longer if required. When reporting on EAL/D students new to learning SAE and within their first 12 months of schooling in Australia, there can be an exemption from the five-point scale reporting requirement for all learning areas if necessary. This decision rests with the Principal. In these instances, schools use 'N' as the level of achievement and may use the comments section in the academic report to provide a written statement about the student's learning. For the English learning area, where 'N' is used, comments may reflect SAE language proficiency levels and progress determined using the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners.

TABLE 1 - SUMMARY OF ASSESSMENT & REPORTING REQUIREMENTS, for a range of student groups, matched to curriculum provision.

Student	Definition	Curriculum taught	Assessment and reporting
Most students	Students in a year-level	Year-level curriculum for age cohort (with differentiated instruction – refer to A whole school approach to support student learning).	Assessed and reported against the year-level achievement standard for age cohort.
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).	Assessed and reported against the year-level achievement standard for age cohort.
		Small percentage provided a different year-level curriculum as identified in their Individual Curriculum Plan.	Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in their Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
Students with disability	See:	Year-level curriculum for age cohort for majority (with differentiated instruction as required).	Assessed and reported against the year-level achievement standard for age cohort

	<p><u>Every student with disability succeeding</u></p> <p><u>Curriculum provision to students with disability</u></p>	<p>Small percentage provided a different year-level curriculum as identified in the negotiated Individual Curriculum Plan.</p>	<p>Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.</p>
		<p>Very small percentage on a highly individualised curriculum providing significant educational support — based on adjustments to curriculum content and achievement standards <i>using the Australian Curriculum extended General Capabilities</i> — as identified in the Individual Curriculum Plan.</p>	<p>Assessed and reported against the expectations documented in the Individual Curriculum Plan. Reported using the appropriate highly individualised reporting scale. (See page 10.)</p>
Gifted and talented students	See: <u>Curriculum provision to gifted and talented students</u>	<p>Year-level curriculum for age cohort for majority (with differentiated instruction as required).</p>	<p>Assessed and reported against the year-level achievement standard for age cohort.</p>
		<p>Some students provided a higher year-level curriculum in one or more subjects or learning areas as identified in the Individual Curriculum Plan.</p>	<p>Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.</p>
		<p>Small percentage of students provided full year-level acceleration as identified in their Individual Curriculum Plan.</p>	<p>Assessed and reported as part of year-level cohort to which student is accelerated (year level advancement) as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.</p>
Students learning English as a second or additional language or dialect EAL/D	<p>EAL/D students are those whose first language is not English <i>and</i> who require additional support to develop proficiency in Standard Australian English.</p> <p>See: <u>English as an additional language or dialect learners</u></p>	<p>Year-level curriculum for age cohort for majority (with differentiated instruction as required).</p>	<p>Assessed and reported against the year-level achievement standard for age cohort.</p>
		<p>Small percentage of EAL/D students within their first 12 months of Australian schooling provided with an intensive Standard Australian English program.</p>	<p>Assessed and reported against the <u>Bandscales State Schools (Queensland)</u> for English language proficiency and achievement in the learning areas/subjects as appropriate.</p>

Reporting scales

Table 2 shows how the naming of five-point scales varies across the years of schooling. Descriptors for each of these scales are found below.

TABLE 2: REPORTING SCALES

	Years 7– 10	Years 11-12
Achievement	A B C D E	QCAA subjects studied ▪ A – E VET ▪ Competency Achieved ▪ Working Towards Competency ▪ Competency Not Achieved
	Awarding an 'N' is a school-based decision and is used in exceptional circumstances when there is insufficient evidence to make a judgement about a student's achievement. For example, an 'N' may be used when a student has recently arrived to the school and/or may have completed assessment at another school. An 'N' is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that has been gathered during curriculum delivery, that may be matched to a relevant achievement standard.	
Effort and Behaviour	Excellent Very good Satisfactory Needs attention Unacceptable	Excellent Very good Satisfactory Needs attention Unacceptable

TABLE 3: Reporting Satisfactory or Unsatisfactory to QCAA (Unit 1 & 2)

YSHS reports to the QCAA results for students who complete Units 1 and/or 2 all Applied, Applied (Essential) and General subjects and satisfactory (S) or unsatisfactory (U). Where appropriate, students may be reported as a not rated (NR) if no evidence has been submitted.

Result	Description
S — Satisfactory	A school determines satisfactory completion of a unit when: <ul style="list-style-type: none"> • a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and • evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on-balance, achievement of the syllabus standards at a C standard or better.
U — Unsatisfactory	A school determines unsatisfactory completion of a unit when: <ul style="list-style-type: none"> • a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and • evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on-balance, achievement of the syllabus standards at a D or E standard.
NR — Not rated	A school determines not rated for a unit when: <ul style="list-style-type: none"> • a student has had the opportunity to engage in the teaching, learning and assessment of the unit • there is insufficient evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA), to be rated as U or S.

Teachers are to record their results for senior subjects in the Markbook folder on school network –

<G:\Coredata\Teachers\1 STUDENT TRACKING INFORMATION\Markbooks>

General Markbooks are updated frequently at the end of an assessment cycle. Applied subjects only require the S or U for each student. HODs are responsible for managing this markbook and ensuring it is updated according to QCAA deadlines. QCAA Principal's Delegate will provide these deadlines at the beginning of each year.

Please refer to the Subject Grade Boundaries reporting scale for all General Subjects in Year 11/12. Link: [Subject Boundaries A-E reporting](#)

Reporting scales for learning areas: Years 7 – 10 reporting “5-point” scales

- A** The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
- B** The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
- C** The student is demonstrating the expected knowledge, understanding and skills from the achievement standard
- D** The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
- E** The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.
- N** Insufficient evidence to make a judgement An ‘N’ is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student’s level of achievement. An ‘N’ can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An ‘N’ can be used for EAL/D students.

An ‘N’ is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide. Awarding an ‘N’ is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, in consultation with parents.

Reporting scales for learning areas: Years 11 – 12 reporting scales

- QCAA General, General (Extension), Applied, Applied (Essential), Short Course subjects
 - A–E
 - At exit, Year 12 students are awarded a subject result from QCAA (out of 100) for General and General (Extension) subjects, and A–E for Applied and Applied (Essential) subjects
- QCIA — following the guidelines for studies derived from the GIL, and communicating meaningful information about student progress and achievement to parents
- 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.

Reporting scales for Effort and Behaviour: Years 7-12 reporting “5-point” scale

Year 7-12: Behaviour - Use the following five-point scale to report on behaviour.

- A** The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct.
- B** The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct.
- C** The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct.
- D** The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct.
- E** The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct.
- N** Insufficient evidence to make a judgement.

Year 7-12: Effort - Use the following five-point scale to report on effort.

- A** The student is a model learner, demonstrating personal commitment, persistence and adaptability.
- B** The student consistently demonstrates personal commitment, persistence and adaptability in their learning.
- C** The student typically demonstrates commitment, persistence and adaptability in their learning.
- D** The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.
- E** The student requires frequent encouragement to persist and persevere with learning.
- N** Insufficient evidence to make a judgement.