



Report Policy

Revised 2022

YEPPOON STATE HIGH SCHOOL

Together we succeed

Reporting to parents and carers:

At Yeppoon State High School (YSHS) reporting requirements are derived from the [P-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 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, 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, 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.

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. 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.

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.

Reporting against what is taught and assessed: *Year 7 to Year 10*

- For each reporting period, our school reports separately on each learning area taught.
- Students are assessed and reported against the achievement standard for the year / band of years taught. The report represents the student's level of achievement at the time of reporting.
- Reporting scales vary across the years of schooling. (See Table 2: Reporting Scales).

Each semester, the teacher will report on student achievement in the aspects of an achievement standard that have been taught and assessed during the reporting period. This on-balance judgement is based on the evidence of student performance in the assessment folio.

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. This judgement is based on the evidence of student performance in the assessment folio. It takes into consideration the most recent evidence. 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

Reporting against what is taught and assessed: *Years 11 and 12*

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 (see Table 2).

The assessment for the reporting period is outlined in in each school's teaching, learning and assessment plan or approved study plan.

The following outlines the basis for reporting results:

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)	Interim Unit 3 Result	Cumulative Unit 3 Result	Interim 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 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 2).

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).

Students on a highly individualised curriculum are assessed and reported against the learning expectation identified in their Individual Curriculum Plan.

Reporting uses the appropriate highly individualised reporting scale (page 5).

Students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling can be exempt from 5-point-scale reporting if necessary. For these students, reports are to contain a written statement about the student's:

- English language proficiency against the [Bandscales State Schools \(Queensland\)](#)
- achievement in the learning areas/subjects of the curriculum if appropriate.

Reporting based on evidence:

Reports reflect:

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

In Year 12 from 2020, judgments about the quality of student learning in General and Applied subjects will be based upon the summative assessment completed to date.

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. For additional information — refer to [Assessment and moderation in Prep to Year 10](#).

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 <u><i>A whole school approach to support student learning</i></u>).	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: <u>Every student with disability succeeding</u> <u>Curriculum provision to students with disability</u>	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
		Small percentage provided a different year-level curriculum as identified in the negotiated Individual Curriculum Plan.	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.
		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.	Assessed and reported against the expectations documented in the Individual Curriculum Plan. Reported using the appropriate highly individualised reporting scale. (See page 10.)
Gifted and talented students	See: <u>Curriculum provision to gifted and talented students</u>	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.
		Some students provided a higher year-level curriculum in one or more subjects or learning areas as identified in the Individual Curriculum Plan.	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.

		Small percentage of students provided full year-level acceleration as identified in their Individual Curriculum Plan.	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.
Students learning English as a second or additional language or dialect EAL/D	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. See: <u><i>English as an additional language or dialect learners</i></u>	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.
		Small percentage of EAL/D students within their first 12 months of Australian schooling provided with an intensive Standard Australian English program.	Assessed and reported against the <u><i>Bandscales State Schools (Queensland)</i></u> for English language proficiency and achievement in the learning areas/subjects as appropriate.

Reporting uses on-balance judgments:

Teachers at Yeppoon SHS make judgments about the quality of student work in the assessment folio or individual assessment instruments, that is, how well the student has met those elements of the standards 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).

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 <ul style="list-style-type: none"> ▪ A – E VET <ul style="list-style-type: none"> ▪ Competency Achieved ▪ Working Towards Competency ▪ Competency Not Achieved
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.

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

- A** Evidence in the student's work typically demonstrates a sophistication of conceptual understanding 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 understanding and skills from the standard and these are beginning to be transferred to new situations.
- C** Evidence in a 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 that they are beginning to be applied in familiar situations.
- E** Evidence in the student's work typically demonstrates that the student has not yet developed the required understanding and skills to meet the standard and that they can only apply them in scaffolded situations.
- N:** Insufficient evidence to make a judgment. **

***('N' is used on a student's report when there is insufficient evidence to make a judgment about their achievement in the reporting period. This may occur if the student has recently enrolled in the school or they have had extended absences.)*

Reporting scales for students on a highly individualised curriculum

For students using General capabilities Literacy levels 1a – 1b in a learning area context use the following two-point scale:

- **Demonstrating** – The student demonstrates the expected learning consistently in familiar situations.
- **Not yet demonstrating** – The student does not yet demonstrate the expected learning consistently in familiar situations.

For students using General capabilities Literacy levels 1c – 1d and Numeracy level 1a in a learning area context use the following five-point scale:

- **Very high** - The student has a thorough understanding of the expected learning and can apply this in both familiar and new situations.
- **High** - The student has a clear understanding of the expected learning; can apply this in familiar situations and is beginning to apply in new situations.
- **Sound** - The student understands the expected learning and can apply this in familiar situations.
- **Developing** - The student understands aspects of the expected learning and can apply this in some familiar situations.
- **Emerging** - The student has a basic understanding of the expected learning and is beginning to apply this in familiar situations

Reporting scales for learning areas: 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.
- 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

Students must meet all aspects of rating scale to be awarded that result for effort or behaviour. For example, if a student has 97% attendance, has not handed in assessment on the due date, but has participated in class discussions, the highest results they can receive is “Needs Attention” for effort due to the failure to submit assessment on due date.

Class attendance rate will be determined on the first day of the reporting period, and date back to the start of the term. Each teacher will download a class attendance report generated from ID Attend (See Appendix 1 for instructions on downloading class attendance).

TABLE 3: Matrix to guide teacher judgement of Effort and Behaviour results on student reports.

	Effort	Behaviour
Excellent	<ul style="list-style-type: none"> Seeks and applies feedback to improve learning Always completes assigned classwork Homework is always completed (if applicable) 	<ul style="list-style-type: none"> Always complies with STARS expectations Demonstrates leadership, independence and responsibility for learning
Very Good	<ul style="list-style-type: none"> Completes assigned classwork Participates in class discussions Seeks feedback Homework is mostly completed (if applicable) 	<ul style="list-style-type: none"> Consistently complies with STARS expectations Demonstrates independence and responsibility for learning
Satisfactory	<ul style="list-style-type: none"> Attempts assessment and submits on time Attempts assigned classwork Sources classwork during absences Homework is sometimes completed (if applicable) 	<ul style="list-style-type: none"> Complies with STARS expectations Demonstrates responsibility for learning
Needs Attention	<ul style="list-style-type: none"> Does not submit assessment task on due date Occasionally refuses to attempt assigned classwork Homework is rarely completed (if applicable) 	<ul style="list-style-type: none"> Inconsistently complies with STARS expectations Receives any of following from class during term – <ul style="list-style-type: none"> infrequent minor incident referrals one (1) major incident referral one (1) Buddy Class referral
Unacceptable	<ul style="list-style-type: none"> Fails to submit assessment during term Frequently refuses to attempt assigned classwork Homework is never completed (if applicable) 	<ul style="list-style-type: none"> Rarely complies with STARS expectations Causes safety risk in class during term Receives any of following from class during term – <ul style="list-style-type: none"> repeated minor incident referrals with HOD/Dean support more than one (1) major incident referral more than one (1) Buddy Class referral