FORMAL REPORT OF STUDENT ACHIEVEMENT TO PARENTS

A GUIDE TO INTERPRETING THE SEMESTER REPORT

(June 2011)
NATIONAL REPORTING REGULATIONS

It is a requirement of the Australian Government that all schools provide reports to the parents or carers of each child twice a year.

THE SEMESTER REPORT

The reports provide an accurate and objective assessment of a student’s progress and achievement using an A-E grading scale. This formal report is complemented by other reporting tools such as student work books, tests, developmental portfolios, parent-teacher meetings, 3 way interviews etc. The formal report is a summary of the semester’s work.

The knowledge, skills and understandings that students need to learn are defined as learning area outcomes in the Western Australian Curriculum Framework.

Students are graded on their achievement in relation to the standard described for each outcome covered. The A-E grade scale summarises the depth of knowledge and understanding, and the range of skills that students working at that standard typically show.

For the past 5 years, WA schools have been reporting using a 5 point scale in relation to the end of year targets, which was the ‘standard’. The 5 point scale has altered this year. The STANDARD has been adjusted.

- Previously, the TARGET was the second level in the scale.
- Currently the ‘STANDARD’ is C, which is the third level in the scale.

STUDENT ACHIEVEMENTS

When determining a grade at the end of the semester, teachers take into account the work the student has produced throughout the semester and the progress the student has made. To make this professional judgement a teacher needs to consider:

- the knowledge and skill the student has demonstrated
- the depth of knowledge and skill the student has demonstrated

‘C’ GRADE IS THE STANDARD

Our expectation is that most students will be performing at the appropriate grade, which, in the new reporting system, is a ‘C’ grade. If a student achieves a ‘C’ grade in semester 1, and a ‘C’ grade in the same learning area in semester 2, they have progressed and are working at an appropriate standard.
RATING STUDENTS’ PROGRESS IN RELATION TO THE ACHIEVEMENT STANDARD

For each outcome covered, students’ achievement will be graded in relation to their progress towards the achievement grade. The rating definitions are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Well Above Standard—Excellent</td>
<td>The student demonstrates achievement that has greatly exceeded the expected standard.</td>
</tr>
<tr>
<td>B</td>
<td>Above Standard—Good</td>
<td>The student demonstrates achievement that exceeds the expected standard.</td>
</tr>
<tr>
<td>C</td>
<td>At Standard—Satisfactory</td>
<td>The student demonstrates achievement at the expected standard</td>
</tr>
<tr>
<td>D</td>
<td>Below Standard—Limited</td>
<td>The student demonstrates achievement below the expected standard</td>
</tr>
<tr>
<td>E</td>
<td>Well Below Standard—Very Low</td>
<td>The student demonstrates achievement well below the minimum expected target.</td>
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</tbody>
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HOW TO READ THE REPORT

Student achievement for the learning area

Expected achievement for the learning area

Student achievement in a particular strand of learning area

Student achievement for the learning area
STUDENTS WITH AN INDIVIDUAL EDUCATION PLAN (IEP)

During the semester, some students might receive additional support from Specialist Support staff for English, Mathematics, English as a Second Language (ESL) and/or Special Education. In these instances, students might have an Individualised Education Plan (IEP) in place. A student who has an IEP will have progress reported against the learning outcomes indicated in the IEP. This will not apply to students who have a short-term learning plan to address a particular need.

For further clarification when reading the new reports, please do not hesitate to contact the classroom teacher, Ms Naomi Martin or Mrs Megan Dwyer.

Kind regards,

Greg Martin and staff of St. Columba’s School, Bayswater.