Reporting Key Process Statement

Overview

This document describes and clarifies the reporting process at Whyalla Secondary College (WSC) as per the department's requirements for reporting to parents or carers on student progress and achievement. The information aligns reporting on student progress and achievement using the Australian Curriculum achievement standards A to E grades or word equivalents and the SACE reporting framework.

Detail

Live Reports

Students and parents have access to the live reports through the Daymap (student and parent portal) produced by Daymap at anytime from anywhere via worldwide webpage.

Snapshot reports

Snapshots/Traffic light reports are produced every 3 weeks for the students who are not achieving successfully and identify these students at risk.

Formal Written Reports: Term 2 & 4

The intention of the written reports is to inform the parent/caregiver what the student has achieved so far in your subject and what they need to focus on next for improvement.

- A written report is required for all students in all subjects, except for Year 12; in term 4 who get a leavers school statement.
- School reports are completed using the online program Daymap/Accelerus facility. (Appendix 1).
- The 'Reporting Process' handout (Appendix 2) contains all of the key information and expectations and the 'Reporting Timeline' (Appendix 3) provides deadlines relating to the process.
- A modified report request list is collected, with information collated and published in the form of a 'Modified Report List'. This accounts for students with low attendance or modified timetables.
- Reports will be proof-read to check for spelling, punctuation, gender and "linking" errors at a Year level meeting in the last week of term. However, it would be good practice to have someone else read through them "as a report".
- Most students are under 18 years of age so the Care/MiND Group comment is to be directed to the parent/caregiver. Independent/adult students can be addressed directly.
- Tick-boxes used for reporting on Uniform, Engagement, Work Completed/Homework, Punctuality and Behaviour.
- It is an expectation that 2 achievement sentences and 2 improvement sentences will be included in the report.
- Reports should be between 300 and 500 characters.
- Students must receive individual grades and comments. There should not be bulk comments copied across classes.
- Year 7-11 achievement grades must be A-B-C for satisfactory progress, or D-E for students at risk of failing
- Stage 2 achievement grades are A-E with a (+) or (-) as indicated
- N and NG grades see the explanation in the Glossary
- All reports should be written in the present tense or, at least, in the same tense throughout

Two Parent/teacher meeting evenings

For a verbal conversation about the students' progress at school there will be parent teacher meetings at the end of term 1 and 3 just in the middle of each assessment periods. Learning conversations are highly regarded at WSC as an opportunity to discuss students' learning.

- Teachers will support the booking process by contacting each child's parents/caregivers within their Care/MIND Group. The teacher will promote that the parents meet with the core and experiential teachers.

- In the senior years the parent/teacher meetings will involve the student, where student is presenting their progress, aspirations, capabilities growth and development. These Student Led Conferences will be used as evidence by students when compiling their senior school learner profile and will be used for reporting on Capabilities.
- The booking process is conducted through the school website.
- The teacher will refer to their collected evidence of learning, such as individual assessment data and anecdotes to support their assertions within the learning conversation.

Alternatively, parent/caregivers are encouraged to contact teachers directly throughout the year.

Grading of assessed work

As stated earlier, schools are required to report to parents/caregivers using an A-E grade for the AC in Years 7-10. The grades have a written equivalent:

A	Your child is demonstrating **excellent** achievement of what is expected at this year level.
B	Your Child is demonstrating **good** achievement of what is expected at this year level.
C	Your Child is demonstrating **satisfactory** achievement of what is expected at this year level.
D	Your Child is demonstrating **partial** achievement of what is expected at this year level.
E	Your Child is demonstrating **minimal** achievement of what is expected at this year level.

DfE schools must also report on the numbers of students achieving each grade band for each subject. This information is available on request by parents/caregivers and is indicated on each report as follows;

'You can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison to that of other children in the child's peer group at the school. This Information will show you the number of students in each of the five achievement levels."

At SACE level, reports provided during the year are indicative only. Schools provide assessment data to the SACE Board which is responsible for reporting achievement using A to E grades at Stage 1, and A+ to E- grades at Stage 2. The SACE Board provides a Record of Achievement as a final transcript of the student's results.

Moving into Reporting Learner Profile from 2023, MIND and Subject teachers will be responsible to assess and report their student achievement through the set by SACE Capabilities Framework.

VET Reporting: Vet Support Teachers (IPP Teachers) are responsible to report on track/off track for VET students. Full assessment is undertaken by TAFE staff and sent in the form of an assessment summary on completion of competencies.

Teachers are responsible for:

- Using the correct grade formats in their formal reporting requirements
- Ensuring that there is consistency of their judgment with that of other teachers of that subject and year level.

Exceptions

Teachers will need to adjust the curriculum for some students, including for students with learning plans. This includes students who are not verified under the education disability criteria but still need the curriculum adjusted. Learning plans are plans developed to document the needs of particular students. This includes the One Plan.

Reporting for students with disability

Students with disability who are accessing the curriculum (possibly with accommodations) at their age appropriate year level will be assigned A to E grades or word equivalents against the achievement standards of that year level.

For some students with disability, in negotiated learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the student is placed. A to E grades or word equivalents will be assigned against the negotiated year level achievement standards documented in the student's One Plan. The achievement standards must be indicated in the report.

For students with significant intellectual disability and those with significant coexisting conditions, achievement will be reported against the curriculum and learning goals described in the student's One Plan.

Reporting for gifted and talented learners

For gifted and talented students whose abilities necessitate specific curriculum adjustment, Teachers/specialist Program Leaders are expected to negotiate and document a learning plan collaboratively with the student, parents or carers and other relevant professionals, and review the plan at least once a year. Students who have been accelerated will receive reports on their achievement against the achievement standard for the year-level curriculum taught. This may be in 1 or more learning areas or subjects.

Progress Indicators:

These are ratings by the teacher on the behaviours for learning, demonstrated by the student throughout the assessment period. These are professional judgements, to provide a snapshot of how a student is currently performing within a class/program. Indicators also demonstrate areas for further growth and improvement by the student.

Role	Responsibilities
Principal/Deputy Principal	• To oversee the reporting process
Teacher	• Producing the 2 formal reports and Snapshots (3-weekly i.e. at the end of week 3,6,9,12, and 15 of semester one and two) each year in line with the WSC Writing Reports Guide, and Writing Semester and Snapshot Reports Process documents (Attachment) • Participating in the 2 parent/teacher evenings to communicate with parents about the achievements and improvements needed by students in their classes • Keeping up to date marking-results posted on Daymap so that students and families can check progress • Replying to additional requests from parent/caregivers for feedback about students' progress within 24 hours. • Using the correct grade formats in their formal reporting requirements • Ensuring that there is consistency of their judgment with that of other teachers of that subject and year level.
Learning Area Leader/Executive Leaders	• Supporting teachers to complete the reports as listed • Ensuring the quality of reports by managing quality assurance processes as detailed in the WSC report-writing documents (checking, approving, proofing, signing)
Parents/caregiver	• Being involved in communicating with teachers about their child's progress through the Daymap Parent Portal, attendance at Parent/Teacher evening or communicating electronically.

Definitions

Behaviour - Behaviour demonstrated in class which are conducive to learning. Ownership of respectful behaviour towards self and others

Effort - Overall degree of effort the student has made to learn and be successful in the class/program.

Deadlines - How well the student has worked within the set time lines. This includes completing homework, handing in drafts and final pieces by the set class time lines.

Organisation - How prepared the student is for learning in the class/program including being organised for individual lessons and having all personally relevant equipment for learning in class/program.

Participation - The willingness of the student to participate in exercises, activities and tasks set for the class/program as well as virtual learning spaces and group tasks where relevant.

Punctuality - How consistently the student arrives to class on time and is prepared for learning.

Appendices

WSC Learner Review Key Process Statement