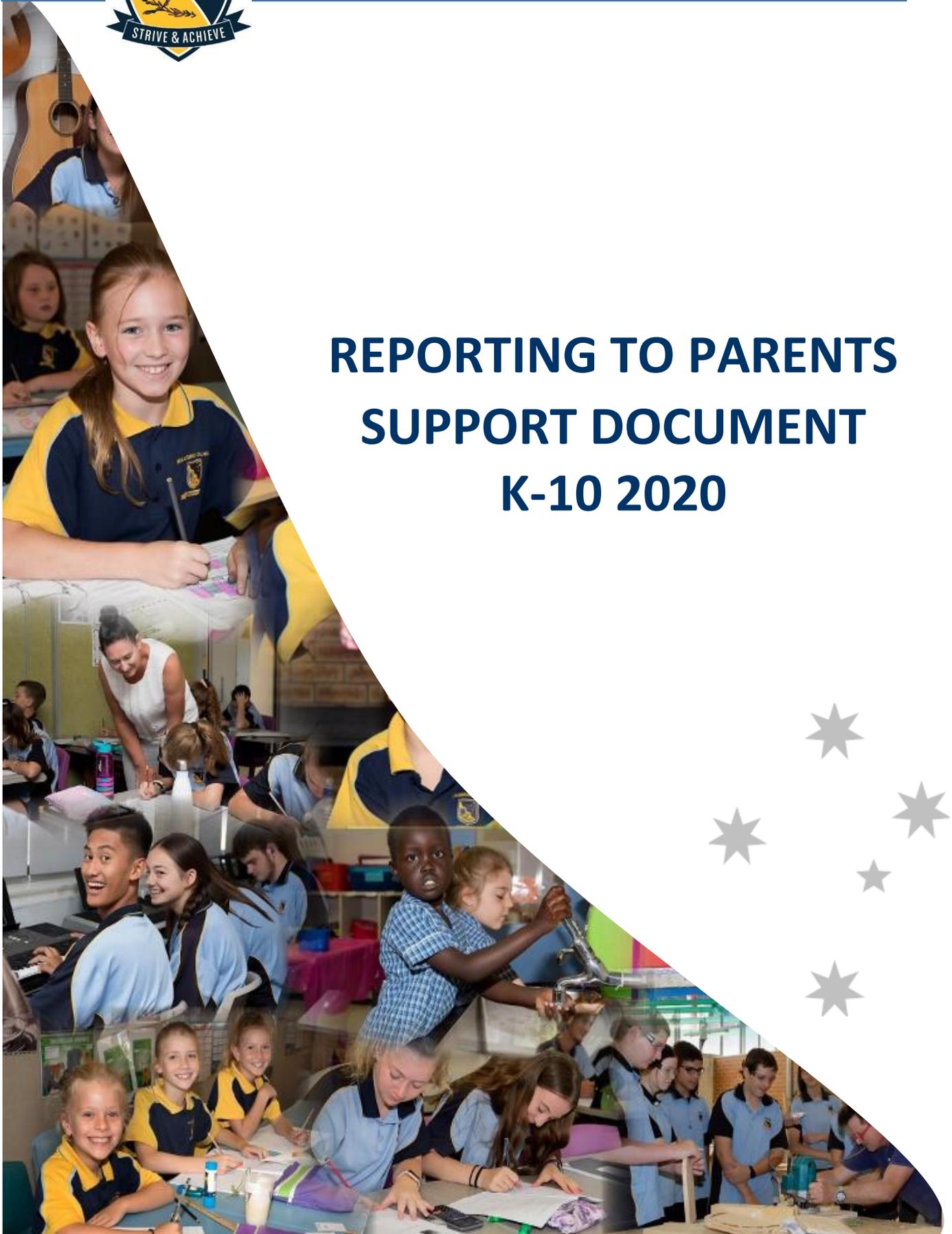




Side by Side, Beneath the Southern Cross, We Strive and Achieve

REPORTING TO PARENTS SUPPORT DOCUMENT K-10 2020



BETTER TEACHING BETTER LEARNING BETTER ACHIEVEMENT FOR ALL

This information is based on the School Curriculum and Standards Authority (SCSA) requirements. It covers reporting against of all SCSA curriculum areas up to the end of Year 10.

POLICY STATEMENT

The Department of Education, through public schools, implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 12, and to assesses and report against student progress and achievement in accordance with the established standards of the School Curriculum and Standards Authority

Guidance

The School Curriculum and Standards Authority determines the curriculum directions for Kindergarten to Year 12 education in Western Australia and provides direction for the development, accreditation and assessment of Senior Secondary School Courses. For Kindergarten to Year 10, the Western Australian Curriculum and Assessment Outline sets out the curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement.

Documents relating to Curriculum, Assessment and Reporting can be found at the following link:

<https://k10outline.scsa.wa.edu.au/home/policy/teaching-assessing-and-reporting-policy>

General Information Years K-10

Accessing the Portal for Reporting to Parents (RTP)

If there are any issues with access to the Portal or access to the Reporting to Parents tab, please send an email to your campus Reporting to Parents Coordinator (K-6 Faith Ross - (Kathleen.ross@education.wa.edu.au) or 7-12 (Angela Coghill, angela.coghill@education.wa.edu.au) and include your curriculum Team Leader in the message.

Audience

Comments should be in parent-friendly language and should validate the academic grades allocated to students. The format, along with examples and a comment bank are provided for you.

Absences

During data entry in RTP, absences for each student can be seen at the top of the data entry page. Absences of 90% or more (which translates to 20 half days or more over the semester) should be commented on in the appropriate place in your comment. An interview should also be requested.

If a student has been absent for an extended period of time and a teacher feels they are unable to make an on-balance judgement, an N/A **may** be considered. Please consult with your Curriculum Team Leader. If an N/A is agreed, parents must be advised prior to reports being published.

Alternative Reporting Formats – IEPs and SEN Reporting

Those students with a disability, diverse learning needs or who are at educational risk, will have a documented plan in place, such as an IEP. In consultation with parents and the school, and in the best interests of the child, a choice of reporting formats may be chosen from and grades can sometimes be replaced. **The student will still be allocated a relevant grade within our own data system. A decision of alternative reporting formats will be discussed within the L&S Team and approved through discussion with the relevant Associate Principal, Curriculum. A list of all students with alternative reporting formats is to be sent to the campus RTP Coordinators by Week 7 of Terms 2 and 4.**

When an alternative reporting format is being used to report a student's progress and achievement, there will be two parts to the comment in RTP:

- The first part of the comment will be the same as every other student. It will comment about the level of achievement against year level standards (in many cases this will be at a 'Very Low' level).
- The second part of the comment refers parents to the IEP and should be worded as follows:

<N> has been working on an Individual Education Plan this semester in <L>. Please refer to <p> evaluated plan for information on <p> progress in this subject area.

Parent Contact and Interview Requests

Parents should be contacted prior to reports being published to ensure no 'surprises' are included. This is necessary where students have:

- dropped grades
- when N/A has been awarded
- when a student has enrolled at the school within the last four weeks and no grades are being allocated

Interviews should be requested for all students who receive an "E" grade, and/or who have attendance below 90%.

Not Assessed

All outcomes on the relevant reporting schedule will be included within RTP and must be reported against. If there is any reason why N/A needs to be allocated for a student, this must be done through discussion with the Curriculum Team Leader and approved by the relevant Associate Principal. Parents must be informed prior to reports being published. Below is clarification for specific scenarios:

New students – All data from previous WA schools will transfer through the portal. Students who were enrolled **less than 4 weeks prior to the publishing of reports, will not be graded**. Comments *should* be made on observation of the student's progress since arriving at Bullsbrook College. Students entering our school **more than 4 weeks prior to the publishing of reports should receive a grade**, based on what has been taught to them over this period of time. If unsure, teachers should consult with their Curriculum Team Leader. Parents must also be contacted if no grade is to be allocated to students who are new to the school.

Lack of application/engagement- a student who has been given ample opportunity to complete work tasks but has not done so through lack of application, should **not** receive an N/A grade. Lack of application/engagement should be included within the report comment where applicable and a grade given against the Judging Standards for any work produced.

Report Grades and Comment Guidelines

Report grades are part of a professional statement made by a teacher to inform parents. The purpose of a semester report is to provide accurate information to parents to highlight the progress and achievement of students.

At Bullsbrook College, Pre-Primary students will be reported against using the grade descriptions. Students in Years 1-10 will be reported against the letter grades A-E.

Comments must mirror the academic grades allocated to students.

For Semester One reports, grades take into account *the curriculum that has been taught and assessed to that point in time*. Thus, students demonstrating excellent achievement against the standard *at that point in time* are allocated an 'A' grade; and students demonstrating satisfactory achievement against the standard are allocated a 'C' grade.

For Semester Two reports, a professional judgment is made regarding the level of achievement that the student is demonstrating relative to the overall achievement standard (still taking into account the key areas you have taught – you cannot judge students against content they have not been taught, even if it is part of the achievement standard).

Based on SCSA requirements, the following format should be used for Learning Area comments

Achievement Against Year Level Standards				
A	B	C	D	E
Excellent	High	Satisfactory	Limited	Very low
OR				
Well above	Above	At	Below	Well below

- The first sentence should be a statement about the student's ACHIEVEMENT against the year level standard *for the whole learning area – i.e. the overall grade for English, Mathematics, etc. rather than for each component of the overall grade.*

IN SEMESTER ONE

- Over the content taught so far, James has shown excellent/high/satisfactory/limited/very low achievement against the expected standard for Year 4 in English.

OR

- Over the content taught so far, James is achieving well above/above/at/below/well below the expected standard for Year 9 in Science.

IN SEMESTER TWO

- James has shown excellent/high/satisfactory/limited/very low achievement against the overall expected standard for Year 4 in English.

OR

- James has achieved well above/above/at/below/well below the overall expected standard for Year 9 in Science.

- The next sentence should be a statement regarding the student's PROGRESS over the year to date. This gives an indication of whether the student has gained the expected growth over that period of time – i.e. have they made six months' worth of progress in six months, or have they made more or less progress than this expected level? The progress of a student can be generalized over 'expected', 'higher than expected' or 'lower than expected' indicators. Higher or lower than expected progress may indicate a higher or lower grade than was previously awarded in the subject area (or the possibility of a higher or lower grade in the future if the student progresses at the same level).
 - His progress over the semester is at the expected level.

OR

 - Her progress over the semester is higher than expected.

OR

 - He has progressed at a lower than expected level this semester.

- If deemed necessary, a short statement of areas where students are experiencing particular difficulties can be made. Parents should already have been made aware of these difficulties over the course of the semester and a request for a parent interview should be indicated on the report. Difficulties in achieving may be for a variety of reasons including lack of comprehension, lack of organisation, lack of engagement or lack of attendance.
 - James is struggling to decode simple words, and this is impacting on his overall reading ability. Consistent practice at home is essential to improving his confidence and ability.

OR

 - James tends to be disorganised in his approach, often taking a long time to find the materials/notes/workbook/pages required. This distracts from his ability to engage quickly in lessons and learning.

OR

 - James needs constant reminders to engage in his learning and as a result has not made the expected progress through year level work.

OR

 - James has had a number of absences which have impacted the continuity of his education and his understanding of year level content. He has been provided with extra practice to work through at home to combat this but as yet has not attempted any of these tasks.

- The last sentence can be a simple, overall comment regarding the student's engagement in the curricular area. This should be an indicator to the parents about their child's level of participation or performance.
 - James always displays an eagerness to learn in HASS.

OR

 - James is usually willing to have a go in Home Economics lessons.

OR

 - James' work ethic in English is exemplary.

OR

- It would benefit James to focus more on learning and less on socialising within Physical Exercise classes.

**A COMMENT BANK HAS BEEN CREATED IN RTP TO REFLECT THESE EXPECTATIONS
SEE APPENDIX 1 FOR SCENARIOS AND EXAMPLES OF FULL COMMENTS**

Kindergarten Comments

General Comments on Kindergarten Reports should reflect the student's progress in personal and social learning and include any other relevant information where applicable.

Curriculum comments for Kindergarten will only be included in Semester 2. These should be general in nature and indicate if a student is achieving at, above or below the expectations of where a student would reasonably be at the end of the non-compulsory school years.

Pre-Primary to Year 6 General Comments

A General Comment is required in the Primary years and should take into account the SCSA requirements to:

- report on the student's progress in personal and social learning

AND

- include on the report any additional information the school considers relevant, including an overall teacher comment.

The General comment should be short, non-judgmental, mostly positive and specific to the student (no cut and paste).

SEE APPENDIX 2 FOR EXAMPLES

To be included on EVERY student report (through RTP coordinator)

You can ask the school to provide you with information that clearly shows your child's achievements in the subjects studied in comparison with that of other students in their peer group at school. This information will show you the number, but not the names, of students in each of the five achievement levels.

Report Managers
(this person will check grades plus report comments)

Report Manager	Teaching Staff
PRIMARY	TEACHER
Nikki Williams	Michelle Arton-Williams Shannon Penfold Tina Tiedtke Emma Hayes Mitch Berliner Lauren Grime Belinda O'Neil
Faith Ross	Gianna Chiffelle Cathryn Mantell Jenny O'Bryan Alison Smith Alyce Paterson Sarah Munro Chelsea De Gouw
Caroline Alder	Susan Stocker Nicole Nell Courtney Grzejszczyk Jo Bettison Tracey Marshall Louise Gray Simone Richards
SECONDARY	LEARNING AREA
Rebecca Sajtinac	ENG/HASS
Rob De Jongh	MATHS/SCIENCE
Dean Stocker	IT/ARTS/D&T
Ricki Cocliff	HPE
Angela Coghill	VET/WPL
Bernadette Jones	H.EC/MUSIC

Timeline for Reporting K-10 Semester One 2020

Term 2	DATE	ACTIONS
Week 2	Monday - Friday 4 - 8 May	<ul style="list-style-type: none"> Check to ensure all outcomes and students being reporting for are listed in the <i>Reporting to Parents</i> software on the portal Inform RTP Coordinator for your campus if there are outcomes or students missing from your list (K-6 Faith Ross; 7-12
Week 5	Monday – Friday 25 – 29 May	<ul style="list-style-type: none"> All Primary General Comments proof-read and edited by peers Primary General Comments to Report Manager
Week 6	Monday – Friday 1 - 5 June	<ul style="list-style-type: none"> Proposed grades for individual students to Report Manager
Week 7	Monday – Friday 8 - 12 June	<ul style="list-style-type: none"> Curriculum grades and comments proof-read, checked and edited by peers Report grades and comments uploaded to RTP “Missing Data Checklist” printed or viewed by teacher to ensure all data is entered List of SEN Student Preferred Reporting Options to campus RTP Coordinator (request this from LS Team)
Week 8	Monday 15 June	<ul style="list-style-type: none"> Report data entry complete Report Data Entry locked at 3pm Box checked on RTP by Report Manager to indicate when reports are completed
		<ul style="list-style-type: none"> SEN Reporting component evaluations completed Evaluated SEN IEPs to Learning & Support Teacher for checking Evaluated 'E' Grade IEPs to Curriculum Team Leader for checking <p><u>ALL Evaluated IEPs:</u></p> <ul style="list-style-type: none"> Saved on Shared Drive Printed and signed where applicable Sent to office for inclusion in student file
Week 9	Wednesday 24 June	<ul style="list-style-type: none"> Reports generated by campus RTP Coordinator Community Kindergarten Reports printed Community Kindergarten attendance manually added and sent to CK
Week 10	Thursday 2 July	<ul style="list-style-type: none"> Reports published and made available to parents via Connect.

Please ensure you meet all deadlines so that other staff can meet their deadlines effectively. This includes evaluation of IEPs.

Timeline for Reporting K-10 Semester Two 2020

Term 4	DATE	ACTIONS
Week 1	Monday - Friday 12 – 16 Oct	<ul style="list-style-type: none"> Check to ensure all outcomes and students being reporting for are listed in the <i>Reporting to Parents</i> software on the portal Inform RTP Coordinator for your campus if there are outcomes or students missing from your list (K-6 Faith Ross; 7-12)
Week 5	Monday – Friday 9 – 13 Nov	<ul style="list-style-type: none"> All Primary General Comments proof-read and edited by peers Primary General Comments to Report Manager
Week 6	Monday – Friday 16 - 20 Nov	<ul style="list-style-type: none"> Proposed grades for individual students to Report Manager
Week 7	Monday – Friday 23 - 27 Nov	<ul style="list-style-type: none"> Curriculum grades and comments proof-read, checked and edited by peers Report grades and comments uploaded to RTP “Missing Data Checklist” printed or viewed by teacher to ensure all data is entered List of SEN Student Preferred Reporting Options to campus RTP Coordinator (request this from LS Team)
Week 8	Monday 30 Nov	<ul style="list-style-type: none"> Report data entry complete Report Data Entry locked at 3pm Box checked on RTP by Report Manager to indicate when reports are completed
		<ul style="list-style-type: none"> SEN Reporting component evaluations completed Evaluated SEN IEPs to Learning & Support Teacher for checking Evaluated 'E' Grade IEPs to Curriculum Team Leader for checking <p><u>ALL Evaluated IEPs:</u></p> <ul style="list-style-type: none"> Saved on Shared Drive Printed and signed where applicable Sent to office for inclusion in student file
Week 9	Wednesday 9 Dec	<ul style="list-style-type: none"> Reports generated by campus RTP Coordinator Community Kindergarten Reports printed Community Kindergarten attendance manually added and sent to CK
Week 10	Wednesday 16 Dec	<ul style="list-style-type: none"> Reports published and made available to parents via Connect.

Please ensure you meet all deadlines so that other staff can meet their deadlines effectively. This includes evaluation of IEPs.

APPENDIX 1

Scenario	Comment
James has made very good progress in Science in and is moving from a D grade in Sem 2 Year 7 to a C grade in Sem 1 Year 8.	Over the content taught so far, James has shown satisfactory achievement against the expected standard for Year 8 in Science. His progress over the semester is higher than expected. His work ethic in Science is exemplary and he is a pleasure to teach.
Jenny has been away from school for over 20% of the time and as a result has not made the expected progress in the first half of Year 9 HASS. Her C grade has stayed the same because she works hard and achieves while she is at school.	Over the content taught so far, Jenny is achieving at the expected standard for Year 9 HASS, although her progress in this subject area is lower than expected. Her frequent absences mean she now has gaps in her ability to apply some skills and this may affect her achievement in the future. When she is attending school, Jenny works well and participates enthusiastically in all learning experiences.
Michael has shown poor understanding in Number and Algebra since moving onto higher level concepts in Semester 2 Year 3. Some gaps in his skills level have been identified. He is not participating as well as he did in Semester 1 and his overall progress this semester is low. His grade will move from a B to a C.	Michael has shown satisfactory achievement against the overall expected standard for Year 3 Mathematics. His progress, particularly in Number, is below what would be expected. Unfortunately, his participation in class learning experiences has decreased as he begins to find difficulty with more complex concepts. He has been provided with some simple exercises to practice at home to help build his confidence and I encourage him to engage with these at least four times each week.
Michelle has shown very good progress in Reading since breaking through her years-long difficulty in decoding. Unfortunately, she is still well behind her peers and is reading at approximately a Year 1 level at the end of Year 5. This progress has impacted her Writing ability, but she will still be an overall E grade.	Although her progress over the semester has been higher than expected, Michelle has still achieved well below the overall expected standard for Year 5 in English. Her confidence has grown, and she is now participating enthusiastically in all learning experiences. Michelle's determination to continually make improvements in her reading ability has been impressive this year.
Paul will receive the same C grade for PE in Sem 1 this year as he did in Sem 2 last year. He has progressed as expected.	Over the content taught so far, Paul has shown satisfactory achievement against the Year 10 standard for Physical Education. His progress is at the expected level in this subject area. He participates well in every lesson.
Phillipa is a very bright student who is being awarded an B in Year 1 Sem 2 Mathematics. She was graded as an A in Sem 1 but her lack of participation and tendency to give up quickly with more difficult concepts have impacted on her grade.	Phillipa has shown high achievement against the overall standard for Year 1 Mathematics. Her progress over the semester, however, has been lower than expected. Phillipa has tended to give up quickly when challenged, which has impacted her ability to display the highest level of achievement. She is a great contributor when she is comfortable with the content.

APPENDIX 2

GENERAL COMMENTS – REQUIRED FOR PRE-PRIMARY TO YEAR 6 ONLY

SEMESTER 1 – SUGGESTED CONTENT (the opposite can also be used if necessary)	
Personality	Good attitude towards school
	Happy / hardworking / motivated
	Quiet / shy / confident
Organisation	Is always well-organised
	Produces neat work
	Manages time well to complete tasks
Socialisation and Collaboration	Is popular - has lots of friends
	Contributes to class & group discussions
	Can work well as part of a group
	Has positive social interactions
	Works best independently or in a pair
	Prefers to work independently or in a pair
Summary	Has had an excellent / good start to the year
	Beginning to overcome some initial difficulties
	I have been delighted / pleased / encouraged by ___'s (improved) attitude and commitment over the course of the semester.

Examples of Semester 1 General Comments	
<p>Mary is a motivated, hardworking student with a great attitude towards school. She is always organised and produces neat work to a high standard. She is popular with her peers and has lots of friends in the class. She is energetic in her efforts to complete group tasks. I look forward to her continued improvement throughout the year.</p>	<p>Mark is a hardworking and motivated student who has had an excellent start to the year. He produces neat work of a high standard at all times. Mark is an enthusiastic contributor to class and group discussions, often leading with well thought out comments. I have been delighted with his efforts so far and look forward to seeing him developing even further over the course of the year.</p>
<p>Mary is a quiet student who, through her hard work and good attitude towards school, has produced some great work this year. She manages her time well to complete allocated tasks within a given time frame. I have been impressed with her organisational skills. Mary prefers to work independently, or with a partner. She is enjoying the challenge of being a Year 3 student, and the increased expectations this brings.</p>	<p>Mark is a quiet and reserved student who has started the year well. He is well-organised for starting lessons and manages his time well in order to complete tasks within a given time frame. Mark prefers to work independently, or in a pair with other students he knows well, as he tends to let others dominate in group situations. I have been impressed with Mark's perseverance when faced with challenges and look forward to seeing him develop even more in the year ahead.</p>
<p>Mary is a happy student with a good attitude towards all she does. Unfortunately, her work tasks are often incomplete, as she does not yet possess the time-management skills needed to work to a limited time frame. Mary prefers to work in a group where she can discuss the task and have some help from peers if required. I admire her commitment to making improvements in her achievement and look forward to this continuing throughout the year.</p>	<p>Mark is a shy student; he has a few friends with whom he has developed good relationships in class and in the playground. Because of this, he works best in partnerships with peers, rather than in larger group tasks. Although he tries very hard to produce work of a good standard, often his organisational skills let him down. He would benefit from taking his time and thinking things through a little more thoroughly. He has become a little more organised in the latter part of the term, and this is a good sign for moving forward through the year ahead.</p>

SEMESTER 2 – SUGGESTED CONTENT (the opposite can also be used if necessary)	
Perseverance	Strives for excellence
	Has shown excellence in a particular aspect of the curriculum, or participated in a particular school event worthy of note
	Doesn't give up - resilient
	Not afraid to try something new / to fail
Leadership	Sets a good example for others
	Is organised
	Makes good decisions / thinks for themselves
Co-operation	Works together with others
	Helps others in need
	Communicates well in groups
	Respects others' abilities
	Asks for help when needed
	Able to solve problems/conflicts without intervention
Summary	Has had an excellent year
	Has made a valuable contribution to their own progress / achievement over the year
	I have been delighted / pleased / encouraged by ___'s (improved) attitude and commitment over the course of the year.

Examples of Semester 2 General Comments	
<p>Michelle has shown a great degree of resilience throughout the year as she attempted to improve her overall achievement. She is not afraid to take on any new learning opportunities, and this is a good example to her peers. Michelle often helps others when they require it, either during work tasks or in the playground. This shows her capacity to work cooperatively, and she is to be commended for this. She has had an excellent year, and I wish her every success for Year 4.</p>	<p>Michael has taken steps to improve his academic achievement over the course of this year, and I commend him for this. He has shown resilience, particularly throughout the second semester when he found some aspects of his learning particularly challenging. He has set a great example for others in the way he overcomes difficulties. I have watched him blossom into a confident student who is not afraid to try something new, or even to fail and learn from this. I am sure he will continue trying to improve his efforts, and I wish him well for next year.</p>
<p>Michelle has made a valuable contribution to the class, and to the school, over the course of the year. She has excelled in interschool sports and has participated in the school musical. Her ability to work well with others is apparent in these situations. At times, Michelle should endeavour to curb her enthusiasm during group activities, as this can be detrimental to her overall achievement. She will look for help when required, but I would like to see her take more responsibility for trying to solve an issue prior to engaging the help of an adult. Overall, Michelle has had a good year and I wish her well with her future studies.</p>	<p>Michael has been a fantastic student this year. He has been an example to others in the way he contributes to his own academic improvement. He is willing to persevere with challenging tasks but knows when to ask for help if required. He has great organisational and communication skills which he uses to their full extent when working on a group task. I have been impressed with his attitude and commitment over the course of the year and wish him every success in his future years at Bullsbrook College.</p>
<p>Michelle has had a very good year in terms of academic success. Although she mostly works well in a group situation, she would benefit from being more accepting of where others are at in their learning. This will allow her to help others, as well as accepting that others also have something to offer her. I have admired Michelle's resilient attitude towards her learning - particularly when faced with challenges in the extension activities provided for her. She has made great progress academically this year, and I wish her well for the future.</p>	<p>Michael is a well-organised and communicative student who cares for those around him and is always willing to lend a hand. He thinks before he acts and makes good choices with regards to his academic improvement. I have been impressed with his commitment to the role of House Leader this year and have watched him excel when working with and leading others. He has had a fantastic year, and I wish him well in Year 7.</p>