Alstonville High School Reporting Policy

“Goal Statement”

Alstonville High School
Our community values integrity in all aspects of life.

Values
- A positive, healthy and safe learning environment
- Respectful attitudes and actions
- Diversity
- Pursuit of personal excellence
- Service to community
- Team work
- Quality learning and self discipline

Learning
- Life – long learners
- Creative and critical thinkers
- Effective communicators
- Skilled in literacy and numeracy
- Independent and organised
- Competent and innovative with technology
- Environmentally, socially and culturally informed
- Caring and compassionate

Rationale

1. To ensure consistency and a high quality of report information provided to students and parents. Information that is meaningful, concise and provides clear guidelines for ongoing development of skills, knowledge and attitudes is an important component of a quality report.

2. To establish processes that result in time efficient production of reports.

Content

Marks: Marks will be expressed as a number. If a student is addressing the bulk of the course outcomes, they will typically show as 50 or above. Only a small number of students will be receiving a mark below 50% (all statistics indicate very few students gain marks below this level when results are compared to state standards, so our internal assessment should reflect this trend).

A student addressing all outcomes perfectly will gain 100. PD/H/PE will not report in marks or positions as the material studied in these courses cannot be accurately assessed in terms of marks. This reflects School Certificate marking procedures.

No more than 50% of assessment should be from examination results.
Students receiving a grade of N must have had parental contact prior to reports being issued.

The grading list below indicates the grade students should achieve commensurate with their ability levels;

A – **Outstanding**
Mark Range 9/10 - 10/10 90%-100%
- Extensive knowledge and understanding of content and can readily apply this knowledge
- Very high level of competence and can apply these skills to new situations.
- Deep understanding – outstanding achievement.

B – **High**
Mark Range 7.5/10 - 9/10 75% -89%
- Student has a thorough knowledge of content and a high level of competence.
- Able to apply knowledge and skills to most situations.
- Work presented and has consistently met the outcomes at a high level

C - **Sound**
Mark Range 6/10 - 7.5/10 60% -75%
- Sound knowledge and understanding of main areas of content and achieved an adequate level of competence in the processes and skills.
- Performing reasonably well. Some of the work may have needed some extra revision or individual instruction. On track

D - **Basic**
Mark Range 5/10 - 6/10 50% -59%
- Basic knowledge of content, competence and skills.
- Student’s performance is inconsistent.
- Gaps or lack of understanding is evident

E – **Elementary**
Mark Range 4/10 - 5/10 40% -49%
- Elementary knowledge and understanding, has achieved very limited competence in some of the processes and skills.
- Experiencing difficulty in most assessment tasks.
- High level concern about student’s performance.
- minimal attempt- working towards most outcomes

**Position in Class/Course:** This explains a student’s position relative to peers in their class or course. In stages 3 and 4 students should be ranked in class for all subjects except for those electives that run across more than one line in stage 4 and where common assessment tasks are used. This is not applicable to Life Skills students. (Reminder: a year cohort is not a course ie yr 10 English)

**Grade:** This part of the report reflects the overall achievement of a student in a course. There should be a strong element of consistency between this overall grade and the range of descriptors used to describe
Areas of Assessment (ie a student who receives all B’s for areas of assessment would expect to receive an overall B grade). The grades used in for Life Skills students are I or S.

**Areas of Assessment:** These are all indicated on the report at the following levels.

- **A** Outstanding  Extensive knowledge and understanding, can readily apply same. Very high competence in processes and skills. Can readily apply to new situations.
- **B** High  Thorough knowledge and understanding. High level of competence in processes and skills. Can apply knowledge and skills in most situations.
- **C** Sound  Sound knowledge and understanding of main areas of content. Adequate Level of competence in processes and skills.
- **D** Basic  Basic understanding of content. Limited level of competence in some Processes and skills
- **E** Elementary  Elementary knowledge and understanding of a few areas of content. Very Limited competence in some processes and skills.

For Life Skills students:

- **I** Achieved independently
- **S** Achieved with support

**Descriptors for Social Development and Commitment to learning:**

- Outstanding
- High
- Sound
- Basic
- Limited

We use the same descriptors for all students including Life Skills students.

**Teacher Comments:**

Teacher comments should include at least three components. They should acknowledge an area of student achievement or strength, indicate a possible area for improvement (or a comment indicating continued or ongoing endeavour) and a specific strategy that might be used (the last two parts might be combined). The rationale is that each student should get from each teacher’s comment a sense of where they are strongest, an area(s) where they might make improvements (or maintain performance) and how they might make this improvement or maintain performance. It is desirable if comments refer to specific student’s names rather than using the more generalized pronoun.

**In summary:**

- A positive element is recommended in all comments on students reports;
- Information about strategies for improvement should also appear for all students.
- Beware of slanderous observations or gross generalizations.
- Reports should not imply whole class problems.
- Reports should focus on student performance in class (other issues can be reported through other means).
- Work ethic - application and conduct are already reported on in the report. Avoid repeating your self.
- Report comments should be in full sentences and not full of jargon.

Processes

Alstonville High School uses a computerized system for generating school reports. Each year the school calendar establishes deadlines for submission of information for school reports. It is very important that faculties and individual teachers submit report information in line with these deadlines. Report data and comments for years 11 and 12 can be submitted to administration staff in the front office to generate reports. Teachers are required to enter all data for 7 to 10 reports. Each faculty will generate and maintain a data bank of comments for use with the generation of reports.

Head Teachers should be informed of report data that will be included in reports prior to data being entered. They have a responsibility to ensure that this data is consistent with school and faculty assessment policies. Any significant variations to general reporting policy must be discussed with the Deputy Principal responsible for oversight of that year group prior to data entry occurring and in line with reporting deadlines.

Draft reports will be read initially by Year Advisers to inform their comments and to check for any errors or inconsistencies. Due care should have been applied prior to this step in the process so that the workload on Year Advisers is not excessive. Teachers might find it useful to have a peer check report data and comments prior to them going to printing to help ensure that errors are minimized and greater consistency is achieved.

The Principal will read all reports and sign them prior to distribution.