

Reporting advice and guidelines

Prep–Year 10

Introduction

Reporting involves communicating information about student achievement and progress to a range of audiences. Schools and teachers are required to systematically collect evidence of assessment of learning to inform reporting processes. In Queensland, schooling sectors advise schools about their sector-specific reporting requirements for students in Prep–Year 10.

The *Schools Assistance Act 2008* (updated March 2016) and *Schools Assistance Regulations 2009* (updated October 2013) require schools to provide parents and carers with reports twice a year. Each report must include an assessment of the student's achievement and progress against any available national standards. For Prep–Year 10, the national standards refer to the Australian Curriculum achievement standards. In Queensland, the achievement standard represents the **C standard** (or equivalent) on a five-point scale.

Purpose of reporting

A school report is a summary statement that communicates the achievements and progress of a student at a specified point in time. Reports help parents and carers to understand how well their students are performing in relation to the learning expectations of the year level they have been taught. Reports also help students to understand their achievements and progress, and to identify areas in which they need to improve.

Mid-year reporting

Teachers report on student achievement and progress using assessment evidence gathered in Semester 1. Schools and teachers determine the level of understanding and skills that should be evident at the time of mid-year reporting, based on the planned curriculum taught and assessed in Semester 1.

Characteristics of reporting

Reports should effectively communicate achievement and progress. They may also inform parents, carers and students about areas to improve and ways to help students progress in their learning.

Reports should be:

- aligned to the curriculum, assessment and achievement standards
- accurate, defensible and comparable
- individualised and meaningful
- in plain language so they are easy to interpret and understand.

Additional reporting

Achievement in a learning area is only one source of information about student achievement and progress. Schools may choose to report on additional aspects, such as:

- student participation and skills in school-based activities
- student attributes, e.g. effort and behaviour
- student attendance
- other school or sector priorities.

Reporting for students on adjusted curriculum levels

Schools consult with parents and carers to decide when to provide adjusted or accelerated learning and assessment programs that meet students' diverse learning needs. When reporting achievement for these students, teachers clearly identify the year level, learning area and achievement standard against which they have judged student achievement. Schooling sectors will provide specific advice about reporting for students on adjusted curriculum levels.

Reporting standards

The reporting standards developed by the QCAA reflect the requirements of Australian Government funding agreements. The standards are summary statements that describe typical performance at each of the five levels (A–E or equivalent) for the two dimensions of the Australian Curriculum achievement standards:

- knowledge and understanding
- application of skills.

The following tables describe student achievement using a five-point scale for Prep–Year 2 and Years 3–10 respectively.

Table 1: Prep–Year 2 reporting standards

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The student applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The student demonstrates a high level of skill that can be transferred to new situations.	The student makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.	The student can work with the curriculum content and demonstrates understanding of the required knowledge. The student applies skills in situations familiar to them.	The student is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The student uses a varying level of skills in situations familiar to them.	The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The student is beginning to use skills in situations familiar to them.

Table 2: Years 3–10 reporting standards

A	B	C	D	E
<p>Evidence in a student's work typically demonstrates a very high:</p> <ul style="list-style-type: none"> • knowledge and understanding of the content (facts, concepts and procedures) • application of skills. 	<p>Evidence in a student's work typically demonstrates a high:</p> <ul style="list-style-type: none"> • knowledge and understanding of the content (facts, concepts and procedures) • application of skills. 	<p>Evidence in a student's work typically demonstrates a sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of the content (facts, concepts and procedures) • application of skills. 	<p>Evidence in a student's work typically demonstrates a limited:</p> <ul style="list-style-type: none"> • knowledge and understanding of the content (facts, concepts and procedures) • application of skills. 	<p>Evidence in a student's work typically demonstrates a very limited:</p> <ul style="list-style-type: none"> • knowledge and understanding of the content (facts, concepts and procedures) • application of skills.