

How We Report

Yr 1-10

The National Education Agreement (NEA) requires the provision to parents and carers by all schools of plain language reports twice a year that:

1. Are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement
2. Include an assessment of the student's achievement against any available standards
3. Include, for subjects studied, an assessment of the student's achievement:

Reported as A, B, C, D and E (or an equivalent five point scale), clearly defined against specific learning standards

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale. For Years PP–2 schools may report by achievement descriptors only (i.e. without the letter grade) but for Years 3–10 letter grades and descriptors are required.

Letter grade	Achievement descriptor Yr 3-6
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

Year 1 and 2 Achievement Scale

ACHIEVEMENT DESCRIPTORS

The student demonstrates **excellent** achievement of what is expected for this year level.

The student demonstrates **high** achievement of what is expected for this year level.

The student demonstrates **satisfactory** achievement of what is expected for this year level.

The student demonstrates **limited** achievement of what is expected for this year level.

The student demonstrates **very low** achievement of what is expected for this year level.

The descriptors summarise the standard (or quality) of achievement associated with each level. The scale describes the depth of knowledge and understanding and the range of skills that students typically show.

Maintaining a level in a learning area from one semester to the next is an indication of positive achievement and expected development.

Pre-Primary Achievement Scale

Children receive a description of their achievement in Religious Education, English, Mathematics and Science (optional). They may also receive a description of their achievement in other learning areas.

Achievement scale

ACHIEVEMENT DESCRIPTORS

The student demonstrates **exceptional** achievement given the expectations for this year level.

The student has **exceeded** the achievement expected for this year level.

The student demonstrates the **expected** achievement for this year level.

The student is **working towards** the achievement expected for this year level.

The student has **not yet demonstrated** the expected achievement for this year level.

The descriptors summarise the standard of achievement in each of the reported learning areas. The scale describes the depth of knowledge, understandings and skills that children working at that standard typically show.

If your child receives an “expected”, they are achieving at the required level for their year.

Maintaining a level in a learning area from one semester to the next is an indication of positive achievement and expected development.

A child who is on an Individual Education Plan will have progress reported against learning outcomes outlined in the Individual Education Plan.

Attitude and effort scale

O Outstanding

VG Very good

S Satisfactory

I Inconsistent

U Unsatisfactory

Grading

- * Teachers grade according to the indicators. There are samples and guides in the Teacher curriculum information to help match students work with appropriate grades and to form their professional on balance judgements.
- * Grades are given as point in time judgments against end of year standards.
- * Western Australian has also created grading criteria (Judging Standards) for what constitutes an A, B,C,D or E.

* Modified Reporting

- * If there is a legitimate reason for a student to be following a modified curriculum for example, an individual education plan, we document any variation to the reporting of the student's achievement with the student and her/his parents or carers.

Reporting against learning areas using the West Australian Curriculum

- * For Years 1–10, the West Australian Curriculum achievement standards will describe expected achievement at each year level for each learning area. As the West Australian Curriculum is implemented, student achievement will be reported against the achievement standards for the year level of the student.
- * For 2016 we will be reporting against the West Australian Curriculum for all Subject Areas. HASS has replaced SOSE or Social Studies and stands for Humanities and Social Sciences.

Reporting Methods in Our School

- * Progress Files
- * Parent teacher interviews
- * Semester Formal Reports (No surprises)

Mid-year reporting

- * West Australian Curriculum achievement standards will describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. In mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to **that point in time**. Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade, students demonstrating at standard achievement would be allocated a C Grade.



Questions??????