

# Reporting to parents

Requirements for reporting are specified in the [P-12 Curriculum assessment and reporting framework](#)

Additional information is provided below. This applies to primary, secondary and special schools.

Schools report to parents on student achievement against the relevant achievement standards for each learning area/subject.

Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student
- the student's achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve.

In addition to providing written reports at least twice a year, schools offer parents opportunities to discuss their child's educational performance at the school with their child's teacher(s). Each school has established procedures in place for parent-teacher interviews.

## Written reports

Schools use the appropriate template in OneSchool to complete written reports to parents. These report student achievement for each learning area/subject studied in the reporting period. Student effort and behaviour is also reported.

Schools choosing to provide additional information on aspects of particular learning areas or subjects can use the comments section of the report for this purpose.

## Comparative reporting

On request from a parent for information about their child's performance relative to that of other students, the school provides a comparison of the student's peer group at the school — subject to the privacy of individual students being maintained. This may not be possible for students with an Individual Curriculum Plan. Schools may choose one of two formats in OneSchool to provide this comparison which shows the number of students in each of five achievement ratings.

## Reporting against what is taught and assessed

### Reporting in Prep to Year 10

For each reporting period, schools report separately on each subject taught.<sup>1</sup>

Students are assessed and reported against the achievement standard for the year / band of years taught. The report represents the student's level of achievement at the time of reporting.

Reporting scales vary across the years of schooling (see Table 2: Reporting scales).

Each semester, schools report on student achievement in the aspects of an achievement standard that have been taught and assessed during the reporting period. This on-balance judgement is based on the evidence of student performance in the assessment folio — refer to [Assessment](#)

At the end of the semester in which the achievement standard is completed, the teacher makes an on-balance judgement about the student's overall level of achievement for the achievement standard. This

<sup>1</sup> This applies even if a subject is taught as part of a learning area program. For example should Dance and Drama both be provided as part of a single Arts program. Dance and Drama are reported on separately.

judgement is based on the evidence of student performance in the assessment folio. It takes into consideration the most recent evidence.

## Reporting in Years 11 and 12

In each semester (except on Year 12 exit) schools are required to report on student achievement in Queensland Curriculum and Assessment Authority and Authority-registered subjects; or vocational education and training certificates; or the International Baccalaureate (see Table 2). The assessment for the reporting period is outlined in each school's approved work programs or study plans.

## Reporting for diverse students

**Students who receive highly focused and intensive teaching on a particular aspect of a learning area/subject** are still assessed and reported against their year-level achievement standard for that learning area/subject.

**Students provided a different year-level curriculum than their age cohort** for an entire learning area/subject are assessed and reported against the achievement standards for the year-level curriculum they are taught (see [A Whole school approach to support student learning](#) Table 2).

Reporting for these students taught and assessed at a different year level than their age cohort uses the five-point scale specified for their age rather than the scale related to the year level of the curriculum they have been taught (see Table 2).

**Students on a highly individualised curriculum** are assessed and reported against the learning expectation identified in their Individual Curriculum Plan. [Attachment 1](#) provides advice on reporting for these students.

Reporting uses the appropriate highly individualised reporting scale (page 6).

**Students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling** can be exempt from 5-point-scale reporting if necessary. For these students, reports are to contain a written statement about the student's:

- English language proficiency against the [Bandscales State Schools \(Queensland\)](#)
- achievement in the learning areas/subjects of the curriculum if appropriate.

## Reporting is based on evidence

Reports reflect:

- judgments about the quality of student learning, based on evidence collected during the reporting period
- the student's most consistent level of achievement with consideration to more recent evidence.

The evidence of each student's achievement is collected using a range of assessments aligned to the curriculum. This assessment folio provides the basis for reporting judgments about the student's overall level of achievement in the learning area/subject. For additional information refer to [Assessment](#)

Table 1 provides a summary of assessment and reporting requirements, for a range of student cohorts, matched to curriculum provision.

Table 1: Summary of requirements

Student	Definition	Curriculum taught	Assessment and reporting
Most students	Students in a year-level	Year-level curriculum for age cohort (with differentiated instruction – refer to <a href="#">A whole school approach to support student learning</a> ).	Assessed and reported against the year-level achievement standard for age cohort.
Students requiring additional learning support to meet year-level expectations	Students requiring additional learning support to meet year-level expectations	Year-level curriculum for age cohort for majority (with differentiated instruction and focused teaching as required).	Assessed and reported against the year-level achievement standard for age cohort.
		Small percentage provided a different year-level curriculum as identified in their Individual Curriculum Plan.	Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in their Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
Students with disability	See: <ul style="list-style-type: none"> <li><a href="#">Disability Policy</a></li> <li><a href="#">Curriculum provision to students with disability</a></li> </ul>	Year-level curriculum for age cohort for majority (with differentiated instruction as required).	Assessed and reported against the year-level achievement standard for age cohort
		Small percentage provided a different year-level curriculum as identified in the negotiated Individual Curriculum Plan.	Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
		Very small percentage on a highly individualised curriculum providing significant educational support — based on adjustments to curriculum content and achievement standards <i>using the Australian Curriculum extended General Capabilities</i> — as identified in the Individual Curriculum Plan.	Assessed and reported against the expectations documented in the Individual Curriculum Plan. Reported using the appropriate highly individualised reporting scale. (See page 6.)
Gifted and talented students	See: <a href="#">Curriculum provision to gifted and talented students</a>	Year-level curriculum for age cohort for majority (with differentiated instruction as required).	Assessed and reported against the year-level achievement standard for age cohort.
		Some students provided a higher year-level curriculum in one or more subjects or learning areas as identified in the Individual Curriculum Plan.	Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
		Small percentage of students provided full year-level acceleration as identified in their Individual Curriculum Plan.	Assessed and reported as part of year-level cohort to which student is accelerated (year level advancement) as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
Students learning English as a second or additional language or dialect EAL/D	EAL/D students are those whose first language is not English <i>and</i> who require additional support to develop proficiency in Standard Australian English. See: <a href="#">English as an additional language or dialect learners</a>	Year-level curriculum for age cohort for majority (with differentiated instruction as required).	Assessed and reported against the year-level achievement standard for age cohort.
		Small percentage of EAL/D students within their first 12 months of Australian schooling provided with an intensive Standard Australian English program.	Assessed and reported against the <a href="#">Bandscales State Schools (Queensland)</a> for English language proficiency and achievement in the learning areas/subjects as appropriate.

## Reporting uses on-balance judgments

Teachers make on-balance judgments about the quality of student work in the assessment folio, that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period.

A level of achievement is then awarded using a five-point scale (A-E or equivalent depending on the year level).

## Reporting scales

Table 2 shows how the naming of five-point scales varies across the years of schooling. [Attachment 2](#) provides descriptors for each of these scales.

Table 2: **Reporting scales**

	Prep	Years 1 – 2	Years 3 – 10	Years 11 – 12
<b>Achievement</b>	Australian Curriculum: <ul style="list-style-type: none"> <li>▪ Applying</li> <li>▪ Making Connections</li> <li>▪ Working With</li> <li>▪ Exploring</li> <li>▪ Becoming Aware</li> </ul> Queensland curriculum: <ul style="list-style-type: none"> <li>▪ Comment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very High</li> <li>▪ High</li> <li>▪ Sound</li> <li>▪ Developing</li> <li>▪ Support Required</li> </ul>	<ul style="list-style-type: none"> <li>▪ A</li> <li>▪ B</li> <li>▪ C</li> <li>▪ D</li> <li>▪ E</li> </ul>	QSA subjects studied <ul style="list-style-type: none"> <li>▪ A – E; or VHA, HA, SA, LA, VLA</li> </ul> <b>VET</b> <ul style="list-style-type: none"> <li>▪ Competency Achieved</li> <li>▪ Working Towards Competency</li> <li>▪ Competency Not Achieved</li> </ul> <b>Year 12 Exit</b> <ul style="list-style-type: none"> <li>▪ VHA, HA, SA, LA, VLA</li> </ul> <b>International Baccalaureate</b> <ul style="list-style-type: none"> <li>▪ 1-7 Scale</li> </ul>
<b>Effort and Behaviour</b>	<ul style="list-style-type: none"> <li>▪ Comment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very High</li> <li>▪ High</li> <li>▪ Sound</li> <li>▪ Developing</li> <li>▪ Support required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Excellent</li> <li>▪ Very good</li> <li>▪ Satisfactory</li> <li>▪ Needs attention</li> <li>▪ Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>▪ Excellent</li> <li>▪ Very good</li> <li>▪ Satisfactory</li> <li>▪ Needs attention</li> <li>▪ Unacceptable</li> </ul> At Exit, Year 12 students receive only a Level of Achievement

### Reporting for students using the extended General capabilities (Literacy and Numeracy) — in learning area contexts (Highly individualised curriculum)

A small number of students are learning targeted literacy and numeracy skills using the extended levels of the [General capabilities](#) in the Australian Curriculum — within the context of a particular learning area/subject. For these students, reporting should:

- be consistent within and across schools
- reflect the learning expectations previously agreed with parents and aligned with the Australian Curriculum.

OneSchool provides teachers and parents common and consistent terms to describe these students' achievements against their individual learning expectations.

### Using the Australian Curriculum including the extended General capabilities

The General capabilities are an integral part of the Australian Curriculum. They are not an alternative curriculum to the learning areas but support access to and progress through the learning areas<sup>2</sup>.

The extended General capabilities Literacy (Levels 1a – 1d); Numeracy (Level 1a) are key enablers of learning for students on a highly individualised curriculum.

- For students requiring teaching designed to develop intentional responses, teachers should refer to Level 1b of the Literacy continuum to identify a focus for learning.
- The skills and knowledge described from Literacy Level 1b; and at the beginning of the Numeracy continuum (Level 1a) assume students are able to communicate with intent.
- Literacy Level 1e and Numeracy Level 1b are the learning intended for Australian Curriculum Foundation (Prep) and therefore standard reporting applies for students working at this level. These students are reported against the Prep achievement standards using the reporting scale appropriate for their age cohort. Refer to [Reporting to parents](#).

### Developing learning expectations

Schools and teachers adjust the teaching and learning program and identify appropriate learning expectations for the next semester by:

- identifying the student's learning and support needs from a range of evidence of their performance
- drawing from the age-equivalent learning area content that is relevant to individual learning needs — this provides the context(s) for learning
- using the targeted General capabilities to adjust the learning focus
- planning to address the identified learning expectations in the learning areas, and throughout the school day.

These learning expectations are recorded in the student's Individual Curriculum Plan and are agreed upon with parents.

### Reporting

#### 1. For students using General capabilities Literacy levels 1a – 1b in a learning area context

Reports:

- use the terms either: ***Demonstrating*** or ***Not yet demonstrating***

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<sup>2</sup> ACARA <http://www.australiancurriculum.edu.au/StudentDiversity/Using-the-general-capabilities>

- reflect learning expectations in the Comments section.

## 2. For students using General capabilities Literacy levels 1c –1d and Numeracy level 1a in a learning area context

Reports:

- identify achievement in a learning area using standard names<sup>3</sup> for the five points on the reporting scale
- in relation to the learning expectations, use standard descriptors<sup>4</sup> for each point on the scale, which identify:
  - the degree of knowledge and understanding
  - the degree and use of skills.

Comments apply the standard descriptors to the learning expectations.

Table 3: **Five-point scale**

Names	Descriptors of achievement	
<b><i>Degree of achievement:</i></b>	<b><i>Degree of knowledge and understanding:</i></b>	<b><i>Degree of skill and use of skill:</i></b>
Very high	thorough understanding	uses a high level of skill in both familiar and new situations
High	clear understanding	uses a high level of skill in familiar situations, and is beginning to use skills in new situations
Sound	understanding	uses skills in situations familiar to them
Developing	understands aspects of	uses varying levels of skill in situations familiar to them
Emerging	basic understanding	beginning to use skills in familiar situations

### Examples

#### Learning expectations using the General capability: Literacy

For a Year 8 student on a highly individualised curriculum in **English** the teacher draws from C2C Year 8 Unit 2: *Imaginative response to a novel* to develop learning expectations that focus on General capabilities Literacy.

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<sup>3</sup>Provided in OneSchool.

<b>Evidence in student work shows the student is currently:</b>	<b>Learning expectations focused on General capabilities Literacy (for next reporting period)</b>
1a working towards 1b (Teaching is designed to develop intentional responses)	<b>Level 1a:</b> Use eye gaze, (or early sounds, or body movements) to demonstrate interest in familiar narrative texts.
Developing literacy capability 1b	<b>Level 1b:</b> Use facial expressions and/or simple gestures to demonstrate anticipation of events in familiar narrative texts.
Developing literacy capability 1c	<b>Level 1c:</b> Respond to questions about familiar narrative texts using concrete objects, or symbols, or gestures.
Developing literacy capability 1d	<b>Level 1d:</b> Use printed words and/or illustrations to respond to questions and identify information from narrative texts with familiar structure.

Learning expectations would be finely detailed and tailored to individual needs.

## Reporting

### 1. For students using General capabilities Literacy levels 1a – 1b in a learning area context

Bonnie Green is a Year 8 student accessing English through Literacy capabilities level 1b.

The Learning expectations in her Individual Curriculum Plan are drawn from:

- English C2C Year 8 Unit 2: Imaginative response to a novel
- Literacy capability 1b (Use facial expressions and/or simple gestures to demonstrate anticipation of events in familiar narrative texts)

Her report shows:

- Overall achievement: **Demonstrating**
- Comments: **Bonnie demonstrates the use of some facial expressions and simple gestures (such as ...) to show she is anticipating events in a familiar text.**
- The following message will be displayed on the printed report card:  
*Bonnie has been taught and assessed English using the General Capability Literacy 1b in ways that suit her chronological age this semester.*

### 2. For students using General capabilities Literacy levels 1c –1d and Numeracy level 1a in a learning area context

Zac Brown is a Year 8 student accessing C2C Year 8 English Unit 2: Imaginative response to a novel through Literacy capabilities 1c, 1d.

The Learning expectations in his Individual Curriculum Plan are drawn from:

- English C2C Year 8 Unit 2: Imaginative response to a novel
- Literacy capability 1d: Use some printed words and illustrations to respond to questions and identify some characters and the setting from familiar narrative texts
- Literacy capability 1c: Respond to questions about familiar narrative texts using concrete objects.

His report shows:

- Overall achievement: **Sound**
- Comment: **Zac demonstrates understanding of simple stories that are familiar to him. He can use illustrations and some printed words to identify some characters and the setting of a familiar story.**
- The following message will be displayed on the printed report card:  
*Zac has been taught and assessed using the General Capabilities Literacy 1c, Literacy 1d in ways that suit his chronological age this semester.*

## Reporting scales for learning areas/subjects

### Prep reporting scales

The Prep year has been recognised as the first year of schooling in Queensland since 2012. Prep is equivalent to the Foundation year (F) of the Australian Curriculum.

For Prep:

Use the following five-point scale to report student achievement in the Australian Curriculum:

- **Applying (AP)**  
The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.
- **Making Connections (MC)**  
The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
- **Working With (WW)**  
The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures.
- **Exploring (EX)**  
The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.
- **Becoming Aware (BA)**  
The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.
- **N:** Insufficient evidence to make a judgment.<sup>4</sup>

It is suggested that Prep teachers use comments to report on student achievement in the early learning areas of: Social and personal learning; Health and physical learning; and Active learning processes (*Early Years Curriculum Guidelines*) in 2014 and 2015.

### Years 1 – 2 reporting scales

Use the following five-point scale to report student achievement in Years 1 – 2:

- **Very High**  
The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.
- **High**  
The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
- **Sound**  
The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
- **Developing**  
The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.
- **Support required**  
The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.
- **N:** Insufficient evidence to make a judgment.

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<sup>4</sup> 'N' is used on a student's report F (Prep) -12 when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.



## Years 3 – 10 reporting scales

Use the following five-point scale to report student achievement in Years 3 – 10:

- A** Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills
- B** Evidence in a student's work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
- C** Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
- D** Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
- E** Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
- N:** Insufficient evidence to make a judgment.

## Years 11 – 12 reporting scales

For Years 11 – 12:

- Use either the A-E scale or the VHA-VLA five-point scale to report to parents on student achievement in Queensland Curriculum and Assessment Authority subjects studied in the reporting period.
- Schools providing the International Baccalaureate have the option to report to parents using a 1 – 7 scale.
- Report achievement in competency-based Vocational education and training certificates and associated modules using the standard competency-based ratings of: Competency Achieved, Working Towards Competency or Competency Not Achieved.
- Report on effort and behaviour using the using Excellent, Very good, Satisfactory, Needs attention, Unacceptable for three semesters. On exit, Year 12 students are only awarded a level of achievement.

## Reporting scales for students on a highly individualised curriculum

For students using General capabilities Literacy levels 1a – 1b in a learning area context use the following two-point scale:

- **Demonstrating** – The student demonstrates the expected learning consistently in familiar situations.
- **Not yet demonstrating** – The student does not yet demonstrate the expected learning consistently in familiar situations.

For students using General capabilities Literacy levels 1c – 1d and Numeracy level 1a in a learning area context use the following five-point scale:

- **Very high**  
The student has a thorough understanding of the expected learning and can apply this in both familiar and new situations.
- **High**  
The student has a clear understanding of the expected learning; can apply this in familiar situations and is beginning to apply in new situations.
- **Sound**  
The student understands the expected learning and can apply this in familiar situations.
- **Developing**  
The student understands aspects of the expected learning and can apply this in some familiar situations.
- **Emerging**  
The student has a basic understanding of the expected learning and is beginning to apply this in familiar situations.