



Making Sense of your Child's School Report & how it was Developed

NSW Department of Education Policy

*Curriculum planning, programming, assessing
and reporting to parents K-12*

Updated September: 2016



Oakhill Drive Student Report 2019

(Template revised in 2017)

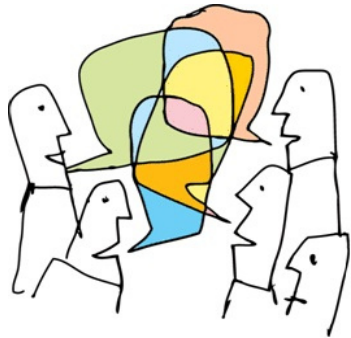


Policy states that “Written reports should....”

- i. *use plain language*
- ii. *provide information on a student’s learning in each of the key learning areas*
- iii. *compare student’s achievement against state-wide syllabus standards: using a A-E scale (Years 1-6)*
- iv. *include teacher comments for each KLA that identify areas of student strength and areas for further development*
- v. *have information about the student’s attendance at school*
- vi. *provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements*
- vii. *provide information about student’s social development and commitment to learning*

Key messages

- ▶ the A-E grades or equivalent word descriptors, are judgements about a student's performance at a **particular point in time**.
- ▶ These judgements are “part of the total picture”, or overall assessment and reporting tapestry. These judgements are based on not just assessment tasks, but observations, ongoing anecdotal records etc. and other contextual information known by the teacher.
- ▶ **Dialogue occurs between teachers** across year/stage levels, to enhance the level of consistency in our student reporting.



What are the A-E grades?

- ▶ A common grading scale which is based on clearly defined state-wide syllabus standards drawn from the NESA syllabuses.
- ▶ The Common Grade Scale contains descriptions and associated grades A-E, which are used to report student achievement in Years 1-10.

Understanding A-E or equivalent word descriptors

Reporting Policy Years 1-10

- A - Outstanding** The student has an **extensive** knowledge and understanding of the content and **can readily apply** this knowledge. In addition, the student has achieved a **very high** level of competence in the processes and skills and **can apply these** skills to **new** situations.
- B - High** The student has a **thorough** knowledge and understanding of the content and a **high** level of competence in the processes and skills. In addition, the student **is able to apply** this knowledge and these skills to **most** situations.
- C - Sound** The student has a **sound** knowledge and understanding of **the main areas** of content and has achieved **an adequate** level of competence in the processes and skills.
- D - Basic** The student has a **basic** knowledge and understanding of the content and has achieved a **limited** level of competence in the processes and skills
- E - Limited** The student has an **elementary** knowledge and understanding in **few areas** of the content and has achieved **very limited** competence in some of the processes and skills

C - Sound

*The student has a **sound** knowledge and understanding of the main areas of content and has achieved an **adequate** level of competence in the processes and skills.*



In practice, a “C” would be awarded if the student is performing reasonably well with the work that has been taught. Some of the work may have needed some extra revision or even some individualised instruction, but the student has understood the main concepts and has demonstrated an adequate level of competence in the desired skills.

D - Basic

*The student has a **basic** knowledge and understanding of the content and has achieved a **limited** level of competence in the processes and skills*



In practice, a “D” would be awarded if the student’s performance is inconsistent. There will be some gaps or lack of depth in his or her understanding of the work that has been taught and there is evidence that this has been occurring across a range of assessments. For example, a student awarded a D may well have demonstrated a sound grasp of some mathematics concepts covered in a semester, but may be having difficulties with the work involving measurement and space.

E - Limited

*The student has an **elementary** knowledge and understanding in few areas of the content and has achieved **very limited** competence in some of the processes and skills*



► *In practice, an “E” would be awarded if there is a high level of concern about the student’s performance. He or she will have experienced difficulty in most of the assessment tasks. It is likely that the student will only have an elementary knowledge in a few areas of what was taught.*

B - High

The student has a **thorough** knowledge and understanding of the content and a **high level of competence** in the processes and skills. In addition, the student is able to apply this knowledge and these skills to **most situations**.



In practice, a “B” would be awarded if the student is performing very well with the work presented and has consistently met the outcomes at a high level for the reporting period. This has been evident across assessment tasks. For example, the student has achieved very good results in the aspects of the Creative Arts program that have been taught during the semester. The student demonstrates the confidence, skills and understandings which are going to enable them to easily extend their learning in the area.

A - Outstanding

The student has an **extensive** knowledge and understanding of the content and can **readily apply** this knowledge. In addition, the student has achieved a **very high level of competence** in the processes and skills and can apply these skills to **new situations**.



In practice an 'A' would be awarded if the student is performing extremely well and is regularly applying their skills, extensive knowledge and deep understanding to new situations. The student is demonstrating outstanding achievement.

Awarding of grades based on work done

Comparing grades to previous grades

- ▶ *Point in time* A-E judgements made for every semester of work throughout the stage
- ▶ No expectation that students have to be awarded a higher grade from Semester 1 report to Semester 2 report
- ▶ Note that students receiving a 'Sound' grade are performing at expected grade level.



Grading against syllabus standards and not cohort

- ▶ Syllabus documents are consistent from school to school across NSW
- ▶ Judgements are made against syllabus standards, and not the cohort, to ensure consistency.
- ▶ Teachers do not rank students against their peers.



Special Reports

- ▶ **Students newly arrived in Australia:** may be reported against the A-E scale in KLAs, other than English, if appropriate.
- ▶ **For EAL/D students,** with more than 4 terms in an Australian school, achievement in KLAs other than English will be reported using the A-E scale.
- ▶ **Students with moderate or severe levels of intellectual disability** will be provided with personalised reports in subjects where a student's learning is based on syllabus outcomes that are different from age/stage peers.
- ▶ **Students new to Oakhill Drive** will receive an Interim report.

How is your child's learning assessed for reporting?



Assessing student achievement



- ▶ Teachers take into account student strengths and weaknesses in performance across a range of contexts and over a period of time, rather than focusing on a single piece of work.
- ▶ Students have opportunities to display their achievements in different ways, and to work in a range of situations.
- ▶ Assessments allow for students to show the full extent of their understanding, not just the expected level.

Assessment - different types

- ▶ Standardised tests - eg NAPLAN, PAT
- ▶ Grade or Stage based assessments - eg A common writing task
- ▶ Moderation of student learning
- ▶ Summative assessments
- ▶ Formative assessments
- ▶ Combination of data used for our school score for OC and Selective High School including school grades.



Assessment - many opportunities

- ▶ Dialogue - whole class, group, pair
- ▶ Mini whiteboard
- ▶ Playing a game
- ▶ Using concrete materials
- ▶ Learning log
- ▶ Written in a book or work sheet
- ▶ Pen and paper end of topic test
- ▶ Observation of a skill eg throwing, hopping, identifying 3D objects



Commitment to Learning

- Developing students' ability to regulate their own learning (at an age appropriate expectation)
- In their future, we don't know what they will need to know.
- Teaching skills on how to learn
- Specific criteria address Commitment to Learning

Learning Goals

- How learning goals are developed
- How we use learning goals within lessons

Commitment to Learning			
	C	S	R
Actively engages in both collaborative and individual learning contexts		✓	
Strives to achieve learning goals	✓		
Demonstrates critical and creative thinking	✓		
Is optimistic and positive about learning	✓		
Uses feedback to improve learning	✓		
Takes risks with learning	✓		
Demonstrates organisational skills		✓	

C = Consistently S = Sometimes R = Rarely

Social Development

- ▶ Strong links between wellbeing/social development and learning.
- ▶ Criteria aligned with Positive Psychology philosophy and 21st Century learning skills.



Social Development			
	C	S	R
Shows respect for self, others and property	✓		
Manages emotions effectively	✓		
Applies solution-focused strategies to self and with others	✓		
Interacts positively with peers	✓		
Accepts the opinion of others	✓		
Acts responsibly		✓	
Demonstrates resilience	✓		

C = Consistently S = Sometimes R = Rarely

What to look for to know where they need support

English & Mathematics

Teacher Comment

(Child's name) is able to:

- interact effectively in groups or pairs, adopting a range of roles
- prepare and present a talk on a given topic using appropriate tone and pace, pitch, volume and eye contact
- listen for key points in order to carry out tasks and interpret information
- contribute ideas and opinions during class discussions and group work
- use comprehension strategies to build literal and inferred meaning when analysing and evaluating texts
- refer to the text in order to fully answer comprehension questions
- use skimming and scanning strategies to locate specific information from a given text
- use simple, compound and some complex sentences in writing
- plan, draft and publish imaginative, informative and persuasive texts using correct sentence structure
- develop criteria for the successful completion of a written text
- think imaginatively and creatively when composing a drama script in response to a text
- edit own written texts to make improvements
- use extending vocabulary and descriptive language to enhance written texts
- spell most difficult words using knowledge of letter-sound relationships and spelling rules
- apply a variety of spelling strategies to spell unfamiliar words
- write using slope and spacing when using NSW Foundation Style cursive

(Child's name) will need to:

- read more demanding texts fluently using appropriate expression
- consistently use punctuation such as capital letters, full stops, question marks, exclamation marks, commas and speech marks

- gather data and track it has been counted by using tally marks, words or symbols
- create a data display using collected information and interpret the information presented

At a Stage 2 level, XXXX will need to:

- select, use and record a variety of mental strategies to check solutions to problems, including word problems with large numbers
- explain how an answer was obtained and compare their own method of solution with others

Other KLAs

Teacher Comment

During wellbeing lessons, students have focused on ways to build their level of wellbeing in each of the five aspects. They are developing their understanding that all aspects are necessary for an overall high level of wellbeing.

During PE, students focused on fundamental movement skills. Xxxx demonstrated a good ability when performing skills such as static balance, vertical jump, catch and underarm throw. She is developing her hopping skills. Xxxx enthusiastically participates in physical development lessons. Mrs Davidson

In Term 1, students participated in a Child Protection program, where they learnt about body ownership and the right to be safe. The program helps to build self-esteem and resilience in children. She always recognised examples of safe and unsafe situations.

In Term 2, the students learnt about nutrition and the human body. Xxxx consistently identified healthy food choices. She has a thorough understanding of ways to care for her body.

Supporting your child

- ▶ Discuss the report with your child
- ▶ Remember that the report grade is a 'Point in time' judgement.
- ▶ Discuss any concerns with the class teacher, including how students working above or below expectation are being supported.

- ▶ Resources:

schoolatoz *practical help for parents*

- ▶ <http://www.schoolatoz.nsw.edu.au/home>

Thank you for being involved in your child's learning.

Any questions?

