



Valuing School Reports

The Parents' View



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Executive Summary

- ▶ This report takes up the challenge issued by Geoff Masters that reporting on student learning is significantly under-researched. It seeks to contribute to the evidence base on school reports by giving insights from focus groups with parents and teachers from a variety of contexts and with students across all school years. These focus groups have examined whether parents still find school reports valuable, and worked to identify how reports can enable teachers to provide more valuable, insightful, and timely feedback to parents, giving them an accurate picture of how their child is achieving and progressing.
- ▶ Catholic teaching places parents as the “primary and principal educators” of their children, and explains that schools and governments should seek to support parents in this role. The relationship between parents and teachers is therefore one of critical importance in all schools, but particularly in Catholic schools. School reports are one way that schools, and particularly Catholic schools, can support parents to fulfil their duties as primary educators, noting it is one component of a broader programme of school and family engagement.
- ▶ The legislative requirement to provide school reports also explicitly requires these reports to be provided to the ‘persons responsible’ for students. Given this is the only direct parent-teacher communication subject to regulatory oversight, and given the significant time investment by schools in meeting this requirement, it is worth investigating how these reports are received and valued.
- ▶ School reports have long been a part of the school-parent relationship. Historically, the opportunities for communication between teachers and parents were more limited, but technological advancements have created opportunities for more frequent and detailed communications. Approaches to reporting have also changed over time, trending towards providing more detailed information on student achievement and progress.



Since parents have given children their life, they are bound by the most serious obligation to educate their offspring and therefore must be recognised as the primary and principal educators.

Gravissimus Educationis, 1965

- ▶ The focus group findings support some existing evidence for reporting practices, while providing clearer insights into how reporting could improve. They confirm that parents value school reports and want to keep them as part of the broader spectrum of parent-teacher engagement. They also support existing evidence that parent-teacher meetings complement school reports, that parents would like more frequent and better-timed reports, that commentary can lack constructive critique of students, and that parents often want to see their child’s academic performance set against a benchmark.
- ▶ School reports continue to have a role in the way schools can support parents in their role as the “primary and principal” educators of their children. Innovations in the content of and approach to school reports should be made while keeping this important principle in mind.

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Introduction

This research paper is a response to the challenge identified by Geoff Masters, CEO of the Australian Council for Educational Research (ACER), that “reporting on student learning is a significantly under-researched area of education practice.”¹

It contributes to the evidence base on school reports by giving insights from focus groups with parents and teachers from a variety of contexts and with students across all school years. These focus groups have examined whether parents still find school reports valuable, and worked to identify how reports can enable teachers to provide more valuable, insightful, and timely feedback to parents, giving them an accurate picture of how their child is progressing.

While this paper has been developed with the awareness that the audience of school reports is both students and their parents and carers,² it seeks to contribute to the evidence base of research through an examination of the views of parents. Students are an important stakeholder in reporting processes and receive more consistent, formative feedback from teachers, but for parents, school reports have long been relied on as a key tool to understand the educational progress of their children.

The legislative requirement to provide school reports also explicitly requires these reports to be provided to the ‘persons responsible’ for students. Given this is the only direct parent-teacher communication subject to regulatory oversight, and given the significant time investment by schools in meeting this requirement, it is worth investigating whether and how parents find these reports valuable. The motivation to investigate the views of parents is also driven by a Catholic viewpoint that parents are the “primary and principal educators” of their children and that the work of schools and governments should seek to support parents in this role.³ The relationship between parents and teachers is therefore one of critical importance in all schools, but particularly in Catholic schools.

This research confirms that parents view school reports as a valuable means to better understand and support the educational progress of their child. Parents place value on school reports and see them as complementary to other parent-teacher communication channels, most notably parent-teacher interviews.

Reports on student achievements and outcomes should therefore continue to aim to provide parents with the “information they require in order to support the education of their children”.⁴ To achieve this, reports should be developed from an understanding of the needs and contexts of parents, (noting that parents are not professional educators) and deliver quality, clear information on achievement and learning progress that parents can rely on to better support and guide their child’s learning.

Finally, the report notes broader considerations of parental and family engagement. While this research is limited to school reports, it acknowledges the importance and benefit of multi-faceted communications between schools and parents.

Parents place value on school reports and see them as complementary to other parent-teacher communication channels, most notably parent-teacher interviews.





An Overview of School Reports

A Catholic perspective on school reports?

Catholic teaching identifies parents as bound by a serious obligation to educate their children, as they have given their children life. Flowing from this duty is the recognition that parents are the primary educators of their children,⁵ not only in academic topics but through a “well-rounded personal and social education”.⁶

This teaching also recognises the important role of civil society in educating children, a task which needs the help of the whole community. Teachers and parents can work together for the common good of a school community, and teachers and administrators should encourage parental participation in a school’s mission and life.⁷

The need for broader community involvement also entails an important role for governments. In a pluralist society, the government plays a critical role in providing an education system that allows young people to grow and flourish. This role is complementary to the role of parents and does not supersede it.

In the context of Catholic teaching on the rights and obligations of parents, school reports can better support parents in fulfilling their duties as primary educators. To this end, school reports are an opportunity to provide parents with feedback, instruction, and input on how they can support the education of their children.

The purpose and context of school reports

School reports are one part of a broader context of parent-teacher and parent-school communications and engagement. Historically, the opportunities for these communications have been more limited, but technological advancements have meant that reports now sit within a broad spectrum of communication channels, as described in the graphic below.



Parent-school communication channels

Within this range of communications, school reports are the only school-generated communication subject to regulatory oversight, being those reporting factors required under Section 59 of the *Australian Education Regulation 2013*. This regulation requires schools to provide a report to the 'person responsible' for each student, presenting a useful synchronicity with Church teaching on the role of parents as educators.



An Historical View

School reports have long been a part of the school landscape. Included as appendices to this report are a number of historical examples which provide insight into school reporting practices over the past 70 years. These examples demonstrate the longevity of school reports as a practice in modern school education, and highlight a trend towards including more specific and higher quality information in reports. This trend towards more accurate insights is perhaps only limited by a tendency to obscure student learning needs behind vague or non-critical language,⁸ a theme which is explored later in this report.

Appendix 1 is an example of a primary report from the 1950s. It includes no commentary and gives only concise details of academic performance. The report from 1962 at Appendix 2 gives numerical information on academic performance and limited commentary.

The reports in Appendix 3 were prepared for a primary-school student at various stages in the 1970s, and again include brief information, limited to one page. The performance scales include a six-point scale from “unsatisfactory” to “excellent”, and reference a numerical threshold for each point. The fifth grade report from 1974 at Appendix 4 does not include commentary, but includes assessments of character and effort. It also measures academic outcomes on a A-F scale. Interestingly, this approach is more detailed than the current five-point scale for reporting mandated under the *Australian Education Act 2013* (Cth).⁹

Secondary-school reports from the 1970s in Appendix 5 include numeric results but a less detailed performance scale, and little in the way of commentary.

The primary school report from 1981 at Appendix 6 provides a three-step scale for the reporting of skills, and some insights into character, though limited commentary. The primary school report from 1983 at Appendix 7 provides more detailed insights into academic performance in each subject through reporting on identified competencies within each subject, though there is little in the way of detailed academic reporting. The Year 4 report from 1985 at Appendix 8 provides a four-point scale for academic and development outcomes, and more detailed commentary.

A five-point scale for reporting on academic outcomes is included in the Year 5 report from 1986 at Appendix 9, together with a four-point scale of reporting on application and non-academic development. The Year 1 report from 1987 at Appendix 10 provides a range of insights into character development, but more limited insights into academic development.

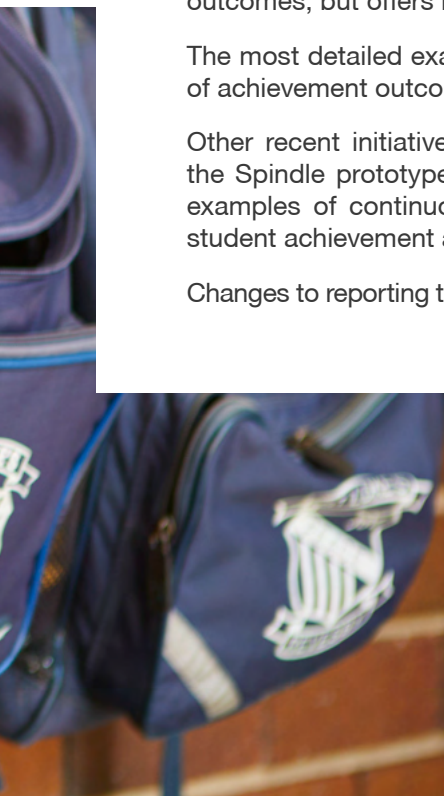
Appendix 11 is a Year 8 report from 1986, and includes academic outcomes reported numerically, comparative data, a measure of effort, and limited commentary, giving clear but limited insights into progress and outcomes. The Year 9 report from 1990 at Appendix 12 adopts a similar approach, giving academic outcomes numerically with some limited commentary but little assessment of effort or progress.

The primary-school report from 1991 at Appendix 13 includes a scale for reporting on academic outcomes, but offers less detail than is expected in more contemporary school reports.

The most detailed example, provided at Appendix 14, is a contemporary report includes explanations of achievement outcomes, comparative data, and detailed commentary.

Other recent initiatives in student reports, notably online tools such as Compass, Schoolbox, and the Spindle prototype currently being developed by ACER for the Commonwealth Government, are examples of continuous reporting that give parents access to up-to-date, detailed information on student achievement and progress.

Changes to reporting that provide greater detail and currency reflect the policy discourse described below.



The Policy Context for School Reports

Over the past two decades, the purpose and design of school reports has consistently been the subject of public policy debate. In this time, the most significant intervention in school reports, dating from 2005, has been the regulatory requirement for schools to provide a ‘person responsible’ for each student with a report twice per year. This requirement is now enshrined in section 59 of the Australian Education Regulation 2013. In its current form, it requires schools to prepare “readily understandable” school reports twice a year and, in doing so, report on student progress and achievement against national standards and on a five-point scale. Reporting relative to peers is also embedded in this statutory requirement, together with the option for this information to be given to parents privately.

Subdivision G—Reports to persons responsible for students at a school

59 Student reports

- (1) For paragraph 77(2)(f) of the Act, an approved authority for a school must provide a report to each person responsible for each student at the school in accordance with this section.
- (2) A report must be readily understandable to a person responsible for a student at the school.
- (3) A report must be given to each person responsible for the student at least twice a year.
- (4) For a student who is in any of years 1 to 10, the report must:
 - (a) give an accurate and objective assessment of the student’s progress and achievement, including an assessment of the student’s achievement:
 - (i) against any available national standards; and
 - (ii) relative to the performance of the student’s peer group; and
 - (iii) reported as A, B, C, D or E (or on an equivalent 5 point scale) for each subject studied, clearly defined against specific learning standards; or
 - (b) contain the information that the Minister determines is equivalent to the information in paragraph (a).

Section 59 of the *Australian Education Regulation 2013*

In the context of schools in New South Wales (NSW), this Commonwealth requirement is operationalised by NESA requirements, with each school report providing a student’s parents with easily understood information about what a student knows and can demonstrate relative to the learning outcomes of each syllabus.¹⁰ In NSW, syllabus outcomes are the key reference points for decisions about each student’s progress and achievement, as described by NESA’s standards-referenced assessment model, which is driven by syllabus Outcomes together with Stage Statements.¹¹ This approach has been the essence of the NSW approach to assessment and reporting since the adoption of the recommendations of the 1995 *Report of the Review of Outcomes and Profiles in New South Wales Schooling* (the Eltis Review).¹²

Teachers in NSW therefore have a professional responsibility to ensure the judgements included in student reports are an accurate and current assessment of student learning.¹³ This reporting, in turn, relies on teachers developing quality assessment processes.

Moreover, consistent with the Commonwealth regulation, the NSW Education Standards Authority (NESA) also includes a school registration requirement for all schools to document their process for reporting student achievement, and requires secondary schools to address NESA school accreditation standards for the purpose of awarding students either the Record of School Achievement (RoSA) or Higher School Certificate (HSC).ⁱ

ⁱThe NSW Education Act 1990 prescribes registration requirements for non-government schools, and “similar requirements” for government schools (see section 27A).

Teachers in NSW therefore have a professional responsibility to ensure the judgements included in student reports are an accurate and current assessment of student learning.



The Commonwealth regulation was introduced largely in response to a report by Cuttance and Stokes (2000), commissioned by the Commonwealth Government. Cuttance and Stokes sought to improve the understanding of how schools and education systems can best meet the expectations of parents, and to identify what constitutes best practice. While the scope of their report included reporting on school achievement, rather than just student achievement, they presented several important findings in the area of school reports:

- Parents place a higher priority on receiving information about their children’s progress than any other type of information.
- Parent-teacher meetings complement the written report.
- There is a tendency for teachers to avoid telling “hard truths” about student achievement, while parents want an honest assessment of their child’s progress.
- Parents like to have objective standards to compare their own child’s progress and achievement against, such as other students or national standards.
- Parents want reports earlier each year to help them to better assist their children throughout the year.
- Parent-teacher meetings need to be more useful to parents, as they can be disorganised and lack focus.
- Parents want the opportunity to be consulted and share in school decision-making on school policies and programmes, and recognition that they are ultimately responsible for the education of their children.

On the basis of these findings, Cuttance and Stokes presented principles for best practice in reporting on student achievement. These required schools and teachers to:

- Ensure the standard of achievement of students is reported to parents.
- Ensure the frequency and timing of reports maximises the role of parents in supporting student progress.
- Give interpretive comments about a child’s progress and achievements.
- Present reports in a format and language that parents can readily understand.
- Report on achievement in both academic and non-academic areas.
- Give parents comprehensible reports on student achievement in standardised tests.

Parental responses to the introduction of a five-point scale appear to be positive. Ridgway (2006) investigated parental responses to A-E reporting, and found that parents thought graded reports were easy to understand and gave a clear picture of their child’s progress.¹⁴ Ridgway also found that parents want a report that provides a basis for an informed discussion with the class teacher, and which will help them understand how their child is progressing, their strengths, and their weaknesses.¹⁵ This support reflects the findings of Cuttance and Stokes that parents preferred clear reporting on a scale, without the educational jargon involved in outcomes-based reporting, but it does not translate into unqualified support for A-E reporting.

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Conversely, Masters and Forster (2005) gave six indicators of what they defined as highly informative student reports. Among these were the questions of whether a report shows what a student is now able to do, whether it communicates what is expected of students at a given year level, and whether a report shows a child's progress in a way that permits parents to monitor their child's growth over time. Grades, they suggested, do not allow this, as they "simply record how well a child has learned what has just been taught". They propose that an effective school report must include the following information:

- What a student can do.
- What a student is expected to do.
- What progress in their learning a child has made, in a way that permits parents to monitor their child's growth over time.¹⁶

In commenting on grade-based reporting in his 2021 ACER article "How Well Do Grades Convey Student Attainment and Progress?", Masters argues that what teachers are communicating to parents through a grade-based reporting system is often misaligned with the meaning parents assign to those grades.

Masters identifies these common problems with grade-based reporting:

- Teachers often use grades to reward effort rather than achievement, but parents interpret the grade as an achievement measure.
- Grades rarely provide detail that parents can use to support their children's learning.
- Grades are incapable of revealing growth over time.¹⁷

Masters concludes by arguing that the purpose of school reports, which is to give parents meaningful information about where their children are in their learning, can only be realised if reports are designed to:

- Accurately indicate the level of attainment (knowledge and skill) a student has reached in an area of learning, regardless of their age or year level, reporting this separately from rewards for effort and the conscientious completion of classwork.
- Interpret this level of attainment, describing and illustrating what students at this level typically know, understand and can do, and perhaps suggesting appropriate next steps in learning.
- Show how this level of attainment compares with common expectations for a child's age or year level, including information about readiness for what the student will be taught next.
- Make long-term growth visible, allowing parents to see and students to appreciate the progress made in an area of learning over an extended period.

The Commonwealth Government's "Gonski 2.0" report of 2018, titled *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*, sought to identify ways Australia could improve student outcomes, and recommended the introduction of "new reporting with a focus on learning attainment and gain". This was based on the finding that A-E reporting does not show a student's learning growth, but only compares achievement against year-level standards. This also prevents a proper assessment of real learning needs.¹⁸ To remedy this, the Gonski 2.0 report also recommended the development of "a new online and on-demand student learning assessment tool based on the Australian Curriculum learning progressions". The Commonwealth Government has adopted this recommendation and developed new online reporting resources such as Spindle, which gives teachers more accurate formative assessment data to inform their practice and provides a tool enabling continuous reporting to parents.

The recommendations of Gonski 2.0 were subsequently supported by the NSW Curriculum Review (the Masters Review) of 2020. The Masters Review recommended broad changes to the NSW Curriculum so that assessment and reporting practices "are aligned with the principles and intentions of the new curriculum". To this end, it recommended the development, implementation, and promotion of assessment and reporting practices "to establish the points individuals have reached in their learning, to provide diagnostic feedback to support further learning, and to monitor students' long-term learning progress".¹⁹ This approach is now being progressively implemented by NESA, commencing with English and Maths K-2, where syllabus content is tagged to the relevant National Learning Progression.²⁰

In this context, the most recent significant contribution to the research and evidence base on school reports is a 2019 ACER report by Hollingsworth, Heard, and Weldon, which identifies that contemporary school reports lack ‘clear insight into a student’s learning growth’. The authors observe that reports are often seen as “redundant”, communicating information that is outdated and un-actionable, particularly in light of the introduction of online communication tools and platforms that continuously report student achievement.²¹ The report identifies that there is scope to improve the clarity of information communicated about student learning, and that continuous school reporting systems would better meet parents’ need to understand their children’s learning progress.

Hollingsworth, Heard, and Weldon comment that:

With few exceptions, analysis of the various forms and content in student reports reveals that currently schools tend to report student achievement in terms of performance only, such as through the use of grades, scores, marks, and rankings. Teacher comments similarly tend to describe what a student has achieved or how well a student has performed, but provide little clear insight into that student’s learning growth.




Research Findings

Noting the developments in assessment and reporting policy discussed above, this qualitative research into school reports aims to explore parents' and teachers' perceptions of current approaches to school reports, though with a particular emphasis on parents. It seeks to identify desired changes and possible improvements that would enable teachers to give accurate and timely information that gives parents the necessary understanding of how their children achieve and progress. This research seeks to explore this from the parent perspective, and to present those discussions, rather than to critique them. In doing so, this research also coincidentally explores the broader picture of parent-teacher engagement and the means of communication parents value most in seeking to better support their child.

To conduct this research, CSNSW engaged Ipsos to conduct focus groups with Catholic school parents and teachers from across NSW. These focus groups incorporated the views and experiences of parents and teachers from Kindergarten to Year 12, from both rural/regional and metropolitan areas, and from different socio-economic contexts.

The findings from these focus groups support some existing evidence for reporting practices, while providing clearer insights into how reporting could improve. They confirm that parents value school reports and want to keep them as part of the broader spectrum of parent-teacher engagement. They also support existing evidence that parent-teacher meetings complement school reports, that parents would like more frequent and better-timed reports, that commentary can lack constructive critique of students, and that parents often want to see their child's academic performance set against a benchmark. Notably, while the age and grade of their child clearly influence the content parents see as important for school reports, their location or socio-economic status did not determine the information they want to see.

One clear conclusion is that on the matter of reporting, little is universally agreed upon between and among teachers and parents, and consequently, few insights can be universally applied to all schools in all contexts. The implication is that each school or school system must identify the reporting settings that best meet the needs of its own parents and students. This paper responds to this challenge by identifying possible improvements in reporting processes to better reflect parent expectations.



The findings confirm that parents value school reports and want to keep them as part of the broader spectrum of parent-teacher engagement.



Parent-Teacher Meetings

Parents consider parent-teacher meetings to be their most valuable communication channel with teachers, as they provide an opportunity for interaction and allow parents to understand how to better support their child's development. Parents commented that parent-teacher meetings were beneficial as they allowed "more direct feedback". One told how they "got more out of the face-to-face" than reporting, while another said "the parent-teacher interview is so much more pointed".

School reports are seen as complementing parent-teacher meetings by providing insight into how children are progressing. This applies even where parents have access to continuous and detailed information about their child's academic results through, for example, online portals. In particular, parents value "action-planning" to support their child's learning. The best opportunity for this comes through constructive parent-teacher meetings that have been well prepared for. Teachers also find parent-teacher meetings valuable as they can gain insights from parents about how to better understand and support their students.

Parent support for parent-teacher meetings is only qualified by observations from parents that they are less useful when disorganised or lacking focus, as also noted by Cuttance and Stokes. The value derived from these meetings therefore relies on proper planning and is a result of both parents and teachers seeking to make them worthwhile. When this effort is made, parents find these meetings the most worthwhile avenue for understanding how they can better help their child's learning.

While this is outside the scope of discussions of school reports, it highlights that reports, whatever form they take and however detailed they may be, are not a substitute for parent-teacher meetings.

Summary: Parent-teacher meetings are invaluable for parents, and will deliver value when well prepared for and given high priority.

The Value of Commentary in School Reports

Effective commentary is the most valuable element of school reports, as it can provide insight into how a student is progressing, recognise non-academic strengths, and identify areas for improvement. Parents identified effective commentary as the "gold standard" of school reporting when it is clear, constructive, and honest, and when it provides guidance on how parents can help their children achieve learning goals.

Parents' observations on commentary in the focus groups included:

"Comments are the most insightful piece around how they're going."

"It gives you a real feel for who he is and how he is performing."

However, parents' perceptions of the quality and detail of commentary in reports vary widely. Parents reported that comments are sometimes vague and lacking in critique, and that teachers may at times be overly cautious in their commentary on students, which can diminish its value. This view is shared by Cuttance and Stokes, and Hollingsworth, Heard and Weldon, who also identified that commentary is not helpful for parents when it is not honest, specific, or constructive.

Where commentary is clear, constructive, and honest, parents place a higher value on this feedback than any other aspect of reporting. The emphasis on effective commentary is, however, qualified by parents' view that in years 11 and 12, a greater focus on academic performance is preferable.

Teachers agree that comments are the most useful part of school reports, but say that they are sometimes restricted by their school's protocols for commentary, such as being required to use specific words or prescriptive formats. Teachers also observe that some guidance for parents might be lost in educational jargon. Parent-teacher meetings complement this commentary by allowing a clearer and more detailed conversation about action that needs to be taken.

This highlights that one of the more important recommendations of the Masters Review – perhaps the most important – is that reporting needs to “provide diagnostic feedback to support further learning”,²² as this feedback can better help parents to guide and support their children in their education.

Summary: Parents place a high value on clear, constructive, and honest commentary, and reporting processes that include such commentary where possible are more worthwhile.



Parents identified effective commentary as the “gold standard” of school reporting when it is clear, constructive, and honest, and when it provides guidance on how parents can help their children achieve learning goals.

The Timing and Frequency of Reports

The timing and frequency of reports is often inadequate to guide parents in supporting their children. Parents typically receive reports twice a year – at the end of terms 2 and 4 – meaning that half the year has passed before parents become aware of areas where their child is struggling. Similarly, reports at the end of Term 4 come too late to give parents guidance in supporting their children that year, though they do deliver a summary of achievement for the year and give some guidance for the next:

“I would prefer an update if a teacher is concerned about anything, if there is something we need to be working, I would rather a bit of prior warning or some feedback during the term instead of getting a report at the end of the term.”

Diverging from the findings of Hollingsworth, Heard and Weldon, parents in the focus groups did not convey the view that information in school reports is out of date. Parents would like school reports earlier in the year to gauge progress and allow them to better help their children at school. Teachers engaged in the focus groups agreed that a report in Term 1 would help to communicate on progress, though they did not think the number of reports each year should be increased, due to concerns about the associated workload.

Some parents have access to continuous reporting through tools such as Compass and Schoolbox, and support their use. However, many parents consider these tools as being distinct from school reports, which give other specific and holistic feedback about their child’s progress. Parents also recognise that increased reporting in existing formats could be burdensome for teachers and that continuous reporting tools can achieve an appropriate balance between the frequency with which information is given to parents and the workload imposed on teachers.

Teachers and parents also both recognised the benefit of scheduling school reports and parent-teacher meetings at different times of year, as this allows for greater continuity of communication, particularly if only two reports are prepared each year.

Summary: Parents would like more information earlier in the year so they can use it in supporting their child’s learning. School reports can be effectively complemented by both continuous reporting tools and parent-teacher interviews.

Presenting Academic Performance

In the later years of primary school, **many parents would like to see academic performance presented numerically**, as descriptive scales can, in their experience, be ambiguous, subjective, and insufficiently nuanced. This may also help primary school students to transition to the reporting methods used in high school. Teachers noted that it is often difficult to develop a scale that meets parental expectations, in the context of NSW schools which use outcomes-based standards-referenced assessment.²³

Parents would also like to see more numeric scales in high-school reporting, particularly for students in the senior years. They find that descriptive scales are often inexact and hard to interpret, while numbers are seen as being more specific and “easier to understand and interpret than a word”.

Other parents commented that:

“There needs to be a really clear objective way for what the grades mean ... they use such soft language. It’s so positively reinforced, but what does it actually mean?”

“There are four or five categories, and between two or three there is a vast difference ... What makes you mark her as good? Why is she not very good? How many points did she miss to be very good?”

Parents also reported that numeric scales give them more insight into a student’s progress. While students’ academic performance may improve or regress in a year, this may not, in a descriptive-scales methodology, be communicated if the outcome did not move to a new band within a scale.

While five-point scales can usefully indicate performance, when they take the form of descriptive scales, parents can find them difficult to understand, and at times perceive them as vague, ambiguous, and lacking in objectivity. Where descriptions of scales are included, parents reported that it is helpful to include an element of “measurability” that lets them see what each category conveys about student performance.

This finding continues the trend, noted earlier in this paper, of providing more specific information on academic outcomes. The introduction of the five-point scale itself represented a move towards a more consistent, easier-to-understand grading system. While the use of such scales should continue across upper primary and high school, consideration should also be given to the delivery of more specific numerical data on academic performance.

In light of this finding, the current policy preference for outcomes-based reporting may be problematic if it is implemented without considering parental needs and preferences. Parents expressly seek clear information that avoids using language that is subjective or hard to understand. Numerical or grade-based reporting, while psychometrically imperfect, gives parents a degree of clarity in reporting on syllabus outcomes. Policymakers should ensure that progress towards outcomes-based reporting, expressed as “learning progressions”, is specific and clear enough for parents to identify progress, achievements, and ways they can better support their child’s learning.

Summary: Parents see the numerical reporting of academic outcomes as one way to provide increased clarity in reporting, while recognising the challenges this may involve in the context of a standards-referenced outcomes-based assessment model.

Assessment of Effort

Parents generally place value on an assessment of effort in school reports, which presents a picture of their child's achievement in relation to their ability, and identifies whether students are applying themselves. Parents valued seeing an assessment of effort for each subject as this could help them tell whether a child was struggling academically or was not putting in sufficient effort into a subject. Where a student has performed well in a subject, parents appear to find the assessment of effort less relevant:

“My go to ... is I look at effort. I just want to know – are you at least trying? – and then work backwards from there.”

“To me, if they have achieved, I don't think I want the key to effort. Achievement is more important I think.”

But parents surveyed were divided on whether effort can be reported with a single metric, or if a broader spectrum of measures is preferable. Teachers think a broader spectrum of measures is better for identifying where a student may struggle in their learning.

Summary: Assessments of effort give parents helpful insights into their child's progress and therefore retain value, even if not all parents consider them useful.

Reporting on Progress

Illustrations of a child's progress over time are useful, though not all parents seek to have explicit progress reporting in individual reports. Some parents compare metrics between reports to understand progress, identifying variations in grades and comparing them against course outcomes. Some parents sought further information to identify progress, such as rankings to compare their child's outcomes against those of their peers, and tables that compare past results to current ones. But although measures of progress over time were seen as useful, they were considered less important than other content, such as effective teacher commentary, which itself can give insight into a student's progress.

Parents' commentary included the sentiment that:

“I'm not concerned about what other students are doing and where my son sits compared to them. I would prefer the benchmarking, the comparison, of my son's [own] results.”

Teachers identified that monitoring progress between terms within a school year is achievable, and online platforms are making comparisons within and across calendar years more readily available.

At a first glance, there is some contention between our finding, that not all parents seek explicit progress reporting, and the findings of other research on the reporting of student progress. Some parents interviewed indicated they were less interested in seeing illustrations of their child's progress over time than in seeing other information such as numeric reporting of academic performance. This stands in contrast to the findings of Cuttance and Stokes, which showed parents putting the highest priority on information about their children's progress. Similarly, ACER has reported finding that a focus on performance indicators can distract from whether or not a student has demonstrated growth in their learning.

However, parents who participated in these focus groups still valued understanding their children's progress. Indeed, as already noted, some parents identified progress by comparing reports over time. Improvements in mathematics, for example, were identified by comparing current results to earlier results from the year or even past years. Our finding does not, therefore, show that parents do not want to see their child's progress, but that some parents were satisfied with existing methods of reporting progress and would prefer changes in school reports to focus on other areas. Where more valid and effective means of communicating progress are available, it is expected that all parents would support their use.

Summary: Metrics of progress are helpful for parents, as parents often look to understand how their child's performance has changed over time. But time invested in reporting on progress should not come at the expense of other features, such as effective commentary or reporting on academic achievement.

Comparative Data

Many parents value comparative data on academic performance, which contextualises a child's performance in relation to their classmates or their peers within the state where possible. This context allows parents to better direct their support for their children's education. This observation is qualified by evidence that parents do not consider comparative data as essential in primary school or earlier secondary school, but saw it as more important in years 11 and 12 as they looked to inform decisions about post-school pathways and further education.

Parent commentary included:

“It's a way for you to better understand if they need extra help.”

“It also helps the parents to put some effort in where needed, not just the children.”

Parents saw a visual scale illustrating the breadth of all students' achievements as the best way of presenting comparative performance, rather than specific ranks or identifying the number of students who received a specific grade, which could be demotivating for students.

The ability to compare outcomes with other students gave results important context:

“It summarises very easily where they're sitting in the class ... and are they compact, or are the marks spread out? Doesn't it tell you something if the whole class does badly?”

However, some parents are reluctant to support the inclusion of comparative data in reporting, suggesting it detracts from a focus on a student's personal achievements and progress. These parents thought they should continue to be given the opportunity to decide whether to disclose comparative data to their child. Teachers think comparative data and benchmarking can create more issues than it solves, demotivating students and potentially painting an inaccurate picture of outcomes for outlying students in a class performing comparatively poorly or well compared to state-wide outcomes.

Parent commentary included:

“We don't measure his success from where he sits in the class, [but through] his own achievement and what he's done himself.”

Summary: Comparative data gives parents helpful context in understanding and supporting the progress of their child's learning. In primary schools, parents would like comparative data to be at least optional, while in secondary schools it should be progressively aligned with NSW Education Standards Authority (NESA) reporting for the RoSA and the HSC.

Social Skills and Interactions

Primary school parents value insights into the social skills and interactions of their children, as personal development is a significant concern. This is qualified by the fact that parents are more concerned with character traits that affect their child's learning than they are with broader character assessments. Information about social skills and interactions also helps parents to build a more complete picture of their child.

Teachers agreed that primary school parents showed significant interest in this section of the report, commenting that "they go straight to the learning-behaviours section; they want to know that [the child has] the right learning behaviours."

This information is valued because, as one parent explained, "Being in primary school, yes, their academic education is important, but in primary I think it's more learning those behavioural things around making friends, navigating life around disagreements, and conflict management."

In high school, these character assessments focus on other considerations such as work ethic and learning profiles, which can be helpful for young people looking to go into the workforce. Once more, the helpfulness of this information is limited by the clarity of its expression and its ability to communicate without relying on jargon or subjective terminology. Teachers think these aspects of reports are important, as character and behaviours can affect future learning. But overall, limited attention is given to this aspect of school reports.

Parent commentary on this kind of reporting included:

"The learning profile, what I take out of that is ... they're doing everything a normal teenaged person should be doing, or more than what the average does."

"A significant portion of people go into the paid workforce and you want to know whoever you're hiring is going to be able to tick some of these boxes."

Summary: Reporting on social skills or other aspects of character and behaviour is helpful in primary school, but should be approached with care because it can be subjective. In high school, reporting on a student's work ethic or learning profile can be helpful for future employment.



Conclusion

This paper confirms that in the broader context of parent-teacher communications, parents see school reports as highly valuable. Parents treat school reports as a complement to other modes of school-to-parent communication, such as parent-teacher meetings and online tools providing continuous reporting.

School reports should therefore continue to be a way for schools to support parents in their role as the “primary and principal” educators of their children. Innovations in the content of and approach to school reports should be made while keeping this important principle in mind.

These findings confirm those of other available research, that parents value clear, constructive input and information on their children’s achievement and progress. Both school practices and public policy narratives in recent decades have moved to favour giving parents more detailed, clearer, and current information, and parents and students have benefited from these developments.

This paper contributes to the growing evidence base on best practice in school reports at a time when policy discourse in NSW is further developing standards-referenced assessment based on the reporting against syllabus outcomes in the form of “learning progressions”. However, the implementation of this approach must be mindful that parents are the primary audience for school reports, and progress and achievement must be conveyed in a clear and, where possible, quantifiable manner.

Finally, it is evident that consensus is difficult to find between and among parents and teachers on every aspect of school reports. As a result, the findings of this paper can be used as a reference for schools wanting to further investigate how, in their own context, they can improve reports and thereby their communication with parents.



The implementation of this approach must be mindful that parents are the primary audience for school reports, and progress and achievement must be conveyed in a clear and, where possible, quantifiable manner.



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Kathleen Burrow
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The Kathleen Burrow Research Institute is a think-tank operating within Catholic School NSW.

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Appendices

Appendix 1 - Primary School Report from 1950s

| SUBJECT | 1st Term Class <i>21A</i> | 2nd Term Class <i>22b</i> | 3rd Term Class..... |
|--------------------------------------|------------------------------|------------------------------|------------------------|
| ENGLISH, including | | | |
| Reading | | | |
| Spelling | | | |
| Dictation | Ex. | Ex | |
| Grammar | | | |
| Composition | | | |
| Speech and Recitation | | | |
| HANDWRITING - - - | Ex. | V.G. | |
| ARITHMETIC - - - | Ex. | Ex. | |
| GEOGRAPHY - - - | Ex. | V.G. | |
| HISTORY - - - | Ex. | V.G. | |
| ART AND HANDWORK - | Ex. | Ex. | |
| NEEDLEWORK - - - | | | |
| OTHER SUBJECTS - - | | | |
| GENERAL ESTIMATE OF PUPIL'S WORK - - | Ex. | V.G. | |
| CONDUCT - - - | Ex. | Ex. | |
| PUNCTUALITY - - - | Ex. | Ex. | |
| NUMBER OF ATTENDANCES LOST - - - | | | $\frac{378}{348}$ |
| REMARKS <i>1st in Class</i> | | | |
| Parent's Signature—First Term | [REDACTED] | | |
| Second Term..... | | | |
| Third Term..... | | | |

Appendices

Appendix 2 - Secondary School Report from 1962

Phone 3539

REPORT ON STUDIES

Term 3rd 1962 Class Second Year B Name [REDACTED]

| Subject | Percentage | Teacher's Remarks |
|---------------------|------------|--|
| Religious Knowledge | 65 | Good. |
| English | 82 | A very good result. |
| Latin | | |
| French | | |
| Mathematics I | 51 | Richard's slight improvement will |
| Mathematics II | 50 | continue if he makes the effort. |
| General Mathematics | | |
| Physics | | |
| Chemistry | | |
| History | 65 | Good work but more concentrated attention class and study necessary / H.G.B. |
| Business Principles | 70 | A satisfactory result. |
| Geography | 72 | } Has worked very well. |
| Agriculture | 69 | |
| Woolclassing | | |
| Music | | |
| TOTAL | 534 | Number in Class 40 Place in Class 11 |
| General Remarks | [REDACTED] | should work with more enthusiasm in his studies. |

[REDACTED]

| SCHOLASTIC PROGRESS | | Half | | Yearly | |
|------------------------------|---------|------|------|--------|------|
| | | Ass. | June | Ass. | Nov. |
| RELIGION..... | | | VG | | E |
| ENGLISH..... | | | VG | | E |
| MATHEMATICS—Rational Numbers | | | G | | E |
| SOCIAL STUDIES..... | | | VG | | E |
| LANGUAGE STUDIES..... | | | | | |
| COMMUNICATION | Oral | | VF | | VG |
| | Written | | VF | | VG |
| READING AND LITERATURE..... | | | VF | | VG |
| WRITING..... | | | VF | | G |
| SPELLING..... | | | F | | E |
| MUSIC..... | | | VG | | VG |
| ALGORISMS (Mechanical)..... | | | G | | E |
| PROBLEMS..... | | | G | | E |
| MEASUREMENTS..... | | | G | | E |
| SHAPES AND GRAPHS..... | | | | | VG |
| PHYSICAL EDUCATION..... | | | G | | G |
| CRAFT..... | | | G | | VG |
| ART..... | | | G | | VG |
| NATURAL SCIENCE..... | | | G | | G |

INTERPRETATION

| | | | |
|--------------|----------|------------------|------------|
| E—Excellent | = 100-95 | VF—Very Fair | = 74-65 |
| VG—Very Good | = 94-85 | F—Fair | = 64-50 |
| G—Good | = 84-75 | U—Unsatisfactory | = 49-under |

| | | |
|-------------|----------------|------------|
| Half Yearly | TEACHER..... | [REDACTED] |
| | PRINCIPAL..... | [REDACTED] |
| Yearly | TEACHER..... | [REDACTED] |
| | PRINCIPAL..... | [REDACTED] |

PRINCIPAL'S REMARKS (Half Yearly)

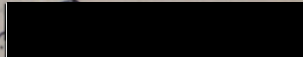
[REDACTED] is a keen student.

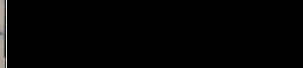
He always does his best.

[REDACTED]


| PERSONAL PROGRESS. | Half | Yearly |
|--|------|--------|
| | June | Nov. |
| EFFORT AND STUDY HABITS..... | VS | VS |
| Attention..... | VS | VS |
| Completion of home assignments..... | VS | VS |
| Participation in group activities..... | VS | VS |
| Ability to work well independently..... | VS | VS |
| CONDUCT | | |
| Courtesy..... | VS | VS |
| Co-operation in working and playing with others..... | VS | VS |
| Respect for all property..... | VS | VS |
| Response to correction..... | VS | VS |
| Observance of school safety rules..... | VS | VS |
| General conduct..... | VS | VS |
| ATTENDANCE..... | VS | VS |
| SCHOLASTIC ASSESSMENT..... | VS | VS |

INTERPRETATION
 VS—Very satisfactory
 S—Satisfactory
 X—Could be improved

HALF YEARLY PARENT SIGNATURE..... 

YEARLY PARENT SIGNATURE..... 

ASSESSMENT:
 This is to indicate whether your child is realising his/her full potential.

PRINCIPAL'S REMARKS (Yearly)
 is a good pupil. He gives satisfaction always.

PRIMARY DEPARTMENT

TERM REPORT

Master...

Class 5 Red Term 2

| SUBJECT: | % MARK | MARK | CLASS AVERAGE |
|----------------------------|--------|------|---------------|
| Religious Knowledge : | | 86 | 92 |
| English : | | 82 | 78 |
| Mathematics : | | 87 | 86 |
| Social Studies : | | 94 | 87 |
| Spelling and Dictation : | | 88 | 89 |
| Writing : | | C | |
| Reading : | | 96 | 88 |
| Natural Science & Health : | | 77 | 80 |
| Art & Craft : | | | |

| | |
|--------------------------|-----------|
| Home Lessons — Written : | V good |
| Learning : | V good |
| Punctuality : | Excellent |
| Neatness : | good |
| Attendance : | Excellent |
| Conduct : | V good |

Position in Class :

General Remarks : has worked well and progressed satisfactorily this term.

Classes Resume : 12th September

Class Teacher : _____ Principal : _____

Parents' Reply :

Appendices

1972

| SCHOLASTIC PROGRESS | June | November |
|---------------------|------|----------|
| ENGLISH | A | A |
| SPELLING | A | A |
| READING | A | A |
| WRITING | B | B |
| MATHEMATICS | B | A |
| SOCIAL STUDIES | A | A |
| ART | B | B |
| NATURAL SCIENCE | A | A |

INTERPRETATION

| | | | |
|-------------|-----------|------------------|-----------------|
| A—Excellent | = 100-95% | D—Very Fair | = 74-65% |
| B—Very Good | = 94-85% | E—Fair | = 64-50% |
| C—Good | = 84-75% | F—Unsatisfactory | = 49% and under |

| PERSONAL PROGRESS | June | November |
|--------------------------------|------|----------|
| Effort and Study Habits | S | S |
| Attention | VS | VS |
| Completion of Home Assignments | S | S |

CONDUCT

| | | |
|---|----|----|
| Attitude to Religion | VS | S |
| Courtesy | VS | S |
| Co-operation in Working and Playing with Others | VS | VS |
| General Conduct | S | S |

ATTENDANCE

| | | |
|--|---|---|
| | S | S |
|--|---|---|

INTERPRETATION

VS—Very Satisfactory S—Satisfactory X—Could be Improved

| | June | November |
|-----------|------------|----------|
| TEACHER | [REDACTED] | |
| PRINCIPAL | [REDACTED] | |
| PARENT | [REDACTED] | |

5th grade - 1974

| SCHOLASTIC PROGRESS | June | November |
|---------------------|------|----------|
| ENGLISH | A | A |
| SPELLING | A | A |
| READING | A | A |
| WRITING | B | A |
| MATHEMATICS | B | A |
| SOCIAL STUDIES | C | A |
| ART | B | A |
| NATURAL SCIENCE | A | A |

INTERPRETATION
 A—Excellent = 100-95% D—Very Fair = 74-65%
 B—Very Good = 94-85% E—Fair = 64-50%
 C—Good = 84-75% F—Unsatisfactory = 49% and under

| PERSONAL PROGRESS | June | November |
|--------------------------------|------|----------|
| Effort and Study Habits | S | S |
| Attention | S | S |
| Completion of Home Assignments | S | S |

| CONDUCT | June | November |
|---|------|----------|
| Attitude to Religion | VS | VS |
| Courtesy | VS | VS |
| Co-operation in Working and Playing with Others | VS | S |
| General Conduct | VS | S |

| ATTENDANCE | June | November |
|------------|----------------|---------------|
| | Absent 10 days | Absent 3 days |

INTERPRETATION
 VS—Very Satisfactory S—Satisfactory X—Could be Improved

TEACHER _____
 PRINCIPAL _____
 PARENT _____

| SCHOLASTIC PROGRESS | June | November |
|---------------------|------|----------|
| ENGLISH | B | A |
| SPELLING | A | A |
| READING | A | A |
| WRITING | B | B |
| MATHEMATICS | A | A |
| SOCIAL STUDIES | A | B |
| ART | VS | VS |
| NATURAL SCIENCE | B | A |

INTERPRETATION
 A—Excellent = 100-95% D—Very Fair = 74-65%
 B—Very Good = 94-85% E—Fair = 64-50%
 C—Good = 84-75% F—Unsatisfactory = 49% and under

| PERSONAL PROGRESS | June | November |
|--------------------------------|------|----------|
| Effort and Study Habits | VS | VS |
| Attention | S | VS |
| Completion of Home Assignments | VS | VS |

| CONDUCT | June | November |
|---|------|----------|
| Attitude to Religion | VS | VS |
| Courtesy | VS | VS |
| Co-operation in Working and Playing with Others | VS | VS |
| General Conduct | VS | VS |

| ATTENDANCE | June | November |
|------------|----------------|----------|
| | Absent 23 days | VS |

INTERPRETATION
 VS—Very Satisfactory S—Satisfactory X—Could be Improved

TEACHER _____
 PRINCIPAL _____
 PARENT _____

Appendices

Appendix 5 - Secondary School Reports from 1970s

NAME: [REDACTED] CLASS: 1 Gold

TERM: 1 YEAR: 1974

| | Mark | Level | Class Average | Application to Work |
|---------------------|------|-------|---------------|---------------------|
| RELIGIOUS KNOWLEDGE | 65 | | 40 | V/S |
| ENGLISH | 76 | | 71 | V/S |
| MATHEMATICS | 85 | | 62 | S |
| SCIENCE | 71 | | 62 | S |
| GEOGRAPHY / S.S. | 70 | | 74 | S |
| HISTORY | | | | |
| FRENCH | | | | |
| COMMERCE | | | | |
| ART | 72 | | 61 | S |
| MUSIC | | | | |
| SOCIAL STUDIES | | | | |

NUMBER OF DAYS ABSENT: 1

SCHOOL RESUMES: 20th May 1974

KEY:

- V.S. - Very Satisfactory
- S - Satisfactory
- F - Fair
- U.S. - Unsatisfactory



REPORT

Name: [Redacted]
 Class: First Class
 Term: 2
 1977

| | M | L | CA | A | PT | C |
|---------------------|----|----|----|----|----|---|
| RELIGIOUS KNOWLEDGE | 70 | 76 | 75 | S | | |
| ENGLISH | 75 | A | 63 | S | | |
| MATHEMATICS | 83 | A | 69 | VS | | |
| SCIENCE | 75 | A | 66 | S | | |
| GEOGRAPHY | 75 | A | 69 | S | | |
| HISTORY | 77 | A | 69 | S | | |
| FRENCH LANGUAGE | 81 | R | 60 | VS | | |
| COMMERCE | | | | | | |
| ART ELECTIVE | | | | | | |
| TECHNICS | | | | | | |
| MUSIC | | | | | | |
| ART | | | | | | |
| PHYSICAL EDUCATION | | | | | | |

Very Good
Working well
Good work.
A pleasing mark.
A good result - [Redacted]
[Redacted] work has improved this term.
[Redacted] work has been quite good.
[Redacted] has progressed remarkably keep it up!

| | K | E | Y |
|--------------------------------------|------|----------------|--------------|
| M Mark | VS | Very | Satisfactory |
| L Level | S | Satisfactory | |
| CA Class Average | F | Fair | |
| A Application | U | Unsatisfactory | |
| PT Parent Teacher Meeting | | | |
| C Level Change for School Resumption | | | |
| Number of days absent as at 25.8.77 | | | 13 |
| School resumes on | 12th | Sept. | |

General Remarks: Overall, a good result, [Redacted] work this term has been satisfactory.

✓ in PT Column indicates that your son's teacher wishes to talk personally to you about your son's progress. If the arrangements for the PT meeting are unsuitable, please ring 759-4673 during office hours for an alternative appointment.

Admin. Teacher: [Redacted]
 Principal: [Redacted]

Appendices

Appendix 6 - Primary School Report from 1981

| | | SUBJECT | COMMENTS | ABILITY | HOME HELP NEEDED |
|--|--|---------------------|---|------------------------------------|--|
| <p><u>ATTITUDE</u></p> <p>+ Generally keen and enthusiastic. Application and interest very good. ✓</p> <p>+ Making steady effort, is interested and tries.</p> <p>+ Effort inconsistent - more application and interest needed.</p> <p>+ Generally not working to ability.</p> | | Listening | Rarely distracted Attentive Easily distracted | ✓ | |
| <p><u>APPLICATION</u></p> <p>+ Reliable pupil, shows initiative, works well independently. ✓</p> <p>+ Steady pupil, can usually be relied upon to complete set work.</p> <p>+ Satisfactory, but some supervision needed.</p> <p>+ Unsettled inattentive, needs constant supervision.</p> | | Spoken English | Communicates fluently " satisfactorily Has difficulty. | ✓ | |
| <p><u>CONDUCT</u></p> <p>Well behaved and courteous. Beautiful manners. ✓</p> <p>Generally satisfactory.</p> <p>Room for improvement.</p> | | Reading | Skilled Competent Satisfactory Progressing slowly | ✓ | Knows 120 Sentence Maker words |
| <p><u>SOCIAL INTEGRATION</u></p> <p>Joins readily in school activities. ✓</p> <p>Inclined to be shy and hesitant.</p> <p>Prefers not to participate in activities.</p> | | Writing | Very tidy bookwork Satisfactory bookwork More care needed | ✓ | A very high standard. |
| <p><u>SOCIAL ATTITUDE</u></p> <p>Ability to share and relate to others. ✓</p> <p>Thoughtfulness for others.</p> | | Mathematical Skills | Skilled Satisfactory Has difficulty | ✓ | Good knowledge of all concepts taught. |
| <p>CLASS NEXT YEAR <u>Grade 1</u></p> <p>COMMENTS <u>She worked well and achieved excellent results. She has been a real pleasure to teach.</u></p> <p>CLASS TEACHER _____</p> <p>PRINCIPAL _____ DATE <u>9/12/81</u></p> | | | | | |

Personal and Social Development

| | | |
|--------------------------|-------------------------------|--------------------------|
| <u>Satisfactory</u> | Maturity | <u>Satisfactory</u> |
| <u>Satisfactory</u> | Self-discipline | <u>Satisfactory</u> |
| <u>Satisfactory</u> | Pride in personal appearance | <u>Satisfactory</u> |
| <u>Could Improve</u> | Pride in presentation of work | <u>Has Improved</u> |
| <u>Satisfactory</u> | Initiative | <u>Satisfactory</u> |
| <u>Satisfactory</u> | Perseverance | <u>Satisfactory</u> |
| <u>Very Satisfactory</u> | Responsibility | <u>Very Satisfactory</u> |
| <u>Could Improve</u> | Takes pride in work | <u>Satisfactory</u> |
| <u>Satisfactory</u> | Home studies | <u>Satisfactory</u> |
| <u>Satisfactory</u> | Days absent | <u>2</u> |

_____ is a very polite and co-operative student who is very self-motivated towards his studies. He has a tendency however to rush his work and make unnecessary mistakes.

PRINCIPAL: _____ CLASS TEACHER: _____

I am very pleased with _____ progress this year. He has been a delight to have as a student because of his very pleasant nature. With more effort, he will achieve even greater results.

PRINCIPAL: _____ CLASS TEACHER: _____

NAME: _____ GRADE: 5C

Christ is the foundation of the whole educational enterprise at St. Patrick's Primary School Sutherland. Christ's revelation gives new meaning to life and helps the child to direct his thought, action and will according to the Gospel, making the beatitudes his norm of life.

Individual subjects are taught according to their own particular method to enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop the child's personality and lead the pupil to take his/her place as an active member of the community of man with an informed knowledge leading to the acquisition of values and the discovery of truth.

The teacher is in an excellent position to guide the pupil to a deepening of his/her faith development and to enrich and enlighten his/her human knowledge leading to a total commitment to Christ, with his/her whole personality enriched by human culture.

This report is a record of your child's achievements in the stages of faith, academic, personal and social development.



Name [redacted] Class 4L

RELIGIOUS EDUCATION

1. Christian Attitudes
 Has respect for others Shares with others Offers help to others Shows tolerance for others

2. Christian Knowledge
 Prayer Doctrine

Comment: [redacted] *is attentive and participates well in class. She displays a sincere Christian outlook.*

SOCIAL DEVELOPMENT

1. Relations with others
 Spends much time alone Tends to be aggressive Easily influenced by others Interacts well with classmates

2. General Behaviour
 Generally disruptive or disobedient Satisfactory but needs supervision Co-operative Reliable Well mannered

3. Ability to Complete Set Tasks
 Rarely completes tasks Needs encouragement to complete tasks Completes work to normal expectations Undertakes extension work

Comment: [redacted] *is a consistent, capable and reliable worker. She gives her best.*

LANGUAGE ARTS

1. Oral Language
 Reticent Needs encouragement to participate or express ideas Expresses ideas confidently Expressed ideas fluently and clearly

2. Spelling
 Has difficulty Formal spelling adequate General spelling poor Generally adequate Competent speller

3. Written Expression
 Finds it difficult to organise thoughts into a sentence Competent in sentence structure and grammar Expresses and organises ideas fluently and confidently Writes with imagination

4. Handwriting
 Poor letter formation Legible Neat but slow Neat fluent style

5. Reading
 Having difficulty Slow but adequate Good attack on unknown words Good vocabulary

- Comprehension satisfactory Reads and comprehends well

Comment (Reading): [redacted] *enjoys reading and shows a good, thorough understanding of what she reads.*

6. Listening Skills
 Easily distracted Able to concentrate if supervised Attentive Listener Listens with good comprehension

Comment (Language Arts): [redacted] *is very attentive in class and participates well.*

MATHEMATICS

1. Basic Operations
 Has difficulty Competent with teacher direction Competent Above average

2. Problems
 Needs regular assistance Satisfactory Can solve problems easily Sound logical approach

3. Measurement/Shapes
 Has difficulty Competent with teacher direction Can solve problems easily Sound logical approach

Comment: [redacted] *has experienced no difficulty in Maths. She is a consistent, capable student.*

SOCIAL SCIENCE

- Shows interest Has sound knowledge of fact Developing values Keeps informed of current events

- Ability to gather and use information purposefully
 Requires constant assistance Gathers relevant information Uses findings to solve new problems Works with initiative and independence

Comment: [redacted] *consistently produces a high standard of work. She contributes constructively to group work also.*

OTHER SCHOOL SUBJECTS

| | Participates reluctantly | Participates well | Participates enthusiastically |
|--------------------|--------------------------|-------------------------------------|-------------------------------------|
| Physical Education | | <input checked="" type="checkbox"/> | |
| Art/Craft | | | <input checked="" type="checkbox"/> |
| Music | | <input checked="" type="checkbox"/> | |
| Natural Science | | <input checked="" type="checkbox"/> | |

Comment:

PERFORMANCE (in relation to his/her general ability)

| Subject | Low | Satisfactory | High |
|--------------------|-----|--------------|-------------------------------------|
| Reading | | | <input checked="" type="checkbox"/> |
| Oral Language | | | <input checked="" type="checkbox"/> |
| Written Expression | | | |
| Mathematics | | | <input checked="" type="checkbox"/> |

General Comment: [redacted] *has shown excellent progress in all subject areas. She shows an intelligent interest in her work. She is well-behaved and well-mannered. It has been a pleasure to have had her in the class. I wish her future success at her new school.*

Teacher: [redacted] Principal: [redacted]

Parent: [redacted] Date: 2/16/85

Appendices

Appendix 9 - Primary School Report from 1986

[Redacted]

NAME: [Redacted]
 YEAR: Five DATE: May, 1986

| SUBJECT | ACHIEVEMENT | | | | | EFFORT |
|---------------------------|-------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 | |
| <u>LANGUAGE ARTS</u> | | | | | | |
| <u>READING</u> | | | | | | |
| Fluency and Expression | | ✓ | | | | A |
| Comprehension | ✓ | | | | | A |
| <u>SPELLING</u> | | | | | | |
| Weekly Assignments | | ✓ | | | | A |
| Transfer to Written Work | | ✓ | | | | A |
| <u>WRITTEN EXPRESSION</u> | | | | | | |
| Sentence Construction | | ✓ | | | | A |
| Creativity | | ✓ | | | | A |
| <u>MATHEMATICS</u> | | | | | | |
| Basic Number Work | ✓ | | | | | A |
| Problem Solving | | ✓ | | | | A |
| <u>SOCIAL STUDIES</u> | | | | | | |
| | ✓ | | | | | A |
| <u>NATURAL SCIENCE</u> | | | | | | |
| | | ✓ | | | | A |
| <u>BOOKWORK</u> | | | | | | |
| | ✓ | | | | | A |

CODES

ACHIEVEMENT

1 Excellent
 2 Above Average
 3 Average
 4 Below Average
 5 Unsatisfactory

EFFORT

A Excellent
 B Good
 C Satisfactory
 D Unsatisfactory

CHILD SHOWS INTEREST AND PARTICIPATES IN:

| | ALWAYS | USUALLY | SOMETIMES | SELDOM |
|---------------------|--------|---------|-----------|--------|
| Religious Education | ✓ | | | |
| Drama | ✓ | | | |
| Music | ✓ | | | |
| Art/Craft | ✓ | | | |
| Physical Education | ✓ | | | |

DEVELOPMENT OF THE CHILD

| | | | | |
|------------------------------|---|--|--|--|
| Listens with Attention | ✓ | | | |
| Good Application | ✓ | | | |
| Shows Initiative | ✓ | | | |
| Completes Homework | ✓ | | | |
| Mixes Well with Others | ✓ | | | |
| Interest in Appearance | ✓ | | | |
| Displays Courteous Behaviour | ✓ | | | |

GENERAL COMMENTS: [Redacted] is a delight to teach. She is an excellent worker, very conscientious and consistent, and takes pride in her bookwork. She is always cooperative and reliable.

Teacher: [Redacted] Principal: [Redacted]

SIGNATURE: [Redacted]

FOR PARENTS

The home and school share a common aim and purpose - to help each child to grow into a well adjusted, integrated individual - spiritually, physically, mentally, socially, emotionally and morally.

Education is growth, but all children do not grow at the same rate nor in the same way.

"School is not a race, its major objective is not to identify winners and losers, but to give maximum assistance to all young people growing up".

(Schools' Commission Report)

The object of this report is to inform you of the teacher's evaluation of your child's development, and provide an indication of whether, in relation to the child's age, ability and aptitude, the degree of effort your child is making, can be regarded as satisfactory.

Sections of this report not applicable to certain grades will not be marked.

RELIGIOUS EDUCATION:

Religious attitudes and values are important primarily in the home. The school can, and does, strive to support and extend this parental influence and to impart a content of doctrine appropriate to the child's stage of maturity. In view of what has been taught in the classroom, we find that your child participates in the religious education programme, liturgy and prayer by:-

- response to lessons Very good
- response to liturgy and prayers Very good
- response to the Sacramental Programme _____
- development of Christian attitudes Very good

PERSONAL DEVELOPMENT:

- respects school rules
- shows respect for authority
- shows good manners
- co-operates with teachers
- relates well with others
- shows confidence in his/her ability
- listens with attention
- works to his/her ability
- works independently
- follows directions carefully
- works in a neat and orderly manner ..
- shows care for books and equipment ..
- contributes positively in discussions
- adapts to changes in routine
- contributes positively to the school community
- completes homework

| | Consistently | Usually | Seldom |
|--|--------------|---------|--------|
| - respects school rules | ✓ | | |
| - shows respect for authority | ✓ | | |
| - shows good manners | ✓ | | |
| - co-operates with teachers | ✓ | | |
| - relates well with others | ✓ | | |
| - shows confidence in his/her ability | ✓ | | |
| - listens with attention | ✓ | | |
| - works to his/her ability | ✓ | | |
| - works independently | ✓ | | |
| - follows directions carefully | ✓ | | |
| - works in a neat and orderly manner .. | ✓ | | |
| - shows care for books and equipment .. | ✓ | | |
| - contributes positively in discussions | ✓ | | |
| - adapts to changes in routine | ✓ | | |
| - contributes positively to the school community | ✓ | | |
| - completes homework | | | |

PUNCTUALITY - Number of days absent

| | | | |
|---|---|---|---|
| 3 | 3 | 2 | 2 |
|---|---|---|---|

TERM

1 2 3 4

MATHEMATICS:

- Numeration
- Problem solving
- Measurement
- Space

| Attaining a good standard | Coping | Experiencing difficulty |
|---------------------------|--------|-------------------------|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |

INFORMAL AND FORMAL OPERATIONS:

- Addition
- Subtraction
- Multiplication
- Division
- Automatic Recall

| | | |
|---|--|--|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| | | |
| | | |

LANGUAGE:

- Listening skills

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

ORAL EXPRESSION:

- Ability to share experiences
- Fluency of speech
- Confidence in conversation ..
- Ability to relate ideas in sequence
- Vocabulary development

| | | |
|---|--|--|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |

LANGUAGE (CONTINUED)

WRITTEN EXPRESSION:

- Ability to write logically and sequentially
- Ability to write for different purposes
- Ability to use invented spelling
- Ability to use conventional spelling
- Dictionary skills
- Ability to punctuate

| Attaining a good standard | Coping | Experiencing difficulty |
|---------------------------|--------|-------------------------|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| | ✓ | |
| | ✓ | |

HANDWRITING:

- Formation of letters
- Neatness
- Pencil hold and posture

| | | |
|---|--|--|
| ✓ | | |
| ✓ | | |
| ✓ | | |

READING:

- Fluency
- Ability to obtain meaning from print
- Word attack skills
- Development of good reading habits ..

| | | |
|---|--|--|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |

RESOURCE TEACHER

.....

Appendices

SOCIAL SCIENCE/ INVESTIGATING SCIENCE:

- Participation in themes
- Participation in activities..
- Ability to research
- Presentation of written work

| Attaining a good standard | Coping | Experiencing difficulty |
|---------------------------|--------|-------------------------|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |

LIBRARY:

- Interest and appreciation
- Knowledge of library and books
- Research skills
- Ability to work independently

Very good. S. Gurnett

MUSIC:

enjoys Music and participates very well

PHYSICAL EDUCATION:

- Co-ordination
- Basic Skills
- Participation
- Team Spirit
- Sportsmanship

Very Good
Very Good
Very Good
Very Good
Very Good

GENERAL COMMENTS:

has worked very hard all year and has achieved a high standard of work.

Class Teacher's Signature

Principal's Signature

CHILDREN LIVE WHAT THEY LEARN

If a child lives with criticism
He learns to condemn
If a child lives with hostility
He learns to fight
If a child lives with ridicule
He learns to be shy
If a child lives with tolerance
He learns to be patient
If a child lives with encouragement
He learns confidence
If a child lives with praise
He learns to appreciate
If a child lives with fairness
He learns justice
If a child lives with security
He learns to have faith
If a child lives with approval
He learns to like himself
If a child lives with acceptance and friendship
He learns to find love in the world.

In order to help your child grow as a
child of God encourage him/her

- * To share with others.
- * To speak to God each day.
- * To speak truthfully.
- * To show respect and courtesy to all.
- * To have good manners.

Thank you.



Appendices

Appendix 11 - Secondary School Report from 1986



EXAMINATION REPORT ON

CLASS 8

SEMESTER 1 1986

POTENTIAL GRADE A1

DAYS ABSENT 0

| SUBJECT | MARK | YEAR AV CLASS AV | or CLASS POS. YEAR POS. | ATTITUDE | COMMENTS |
|----------------|------|---------------------|-------------------------------|----------|--|
| RELIGION | 90 | 79 | 6/34 | A | A very pleasing result. Keep up the good work. <i>Grade</i> |
| ENGLISH | 77 | 65 | =19/103 =19/35 | B | <i>has worked well. A pleasing exam result. G.H.</i> |
| MATHS | 83 | 65 80 | 14/100 | A | <i>made an effort this term, these results indicate his capacity in</i> |
| SCIENCE | 63 | 65 | 20/34 | C | <i>can do better. G.H.</i> |
| ART | C2 | C1 | 31/34 | | <i>grade has slipped a little. He generally works well in class and certainly produces signs of interest and ability. G.H.</i> |
| SOCIAL STUDIES | 73 | 65 | 19/34 24/46 | B | <i>A good result. Improving all the time. G.H.</i> |
| CRAFT | B2 | | 23/35 | C | <i>is capable of greater effort in class. A better grade is possible. A</i> |
| MUSIC | B1 | B1 | 20/35 | B | <i>is generally a keen student but does let distractions hinder his efforts sometimes. G.H.</i> |

ATTITUDE:

A - ALWAYS WORKS TO CAPABILITY

B - MOSTLY WORKS TO CAPABILITY

C - SOMETIMES WORKS TO CAPABILITY

D - RARELY WORKS TO CAPABILITY

E - NEVER WORKS TO CAPABILITY

TUTOR/PRESIDENT COMMENT:

appears to be producing the required results. He has ability and only needs to know the right direction for his effort. More improvement is required if expected. Science needs attention. This is a good report - however we feel you can still do better - see for the mid-year!!

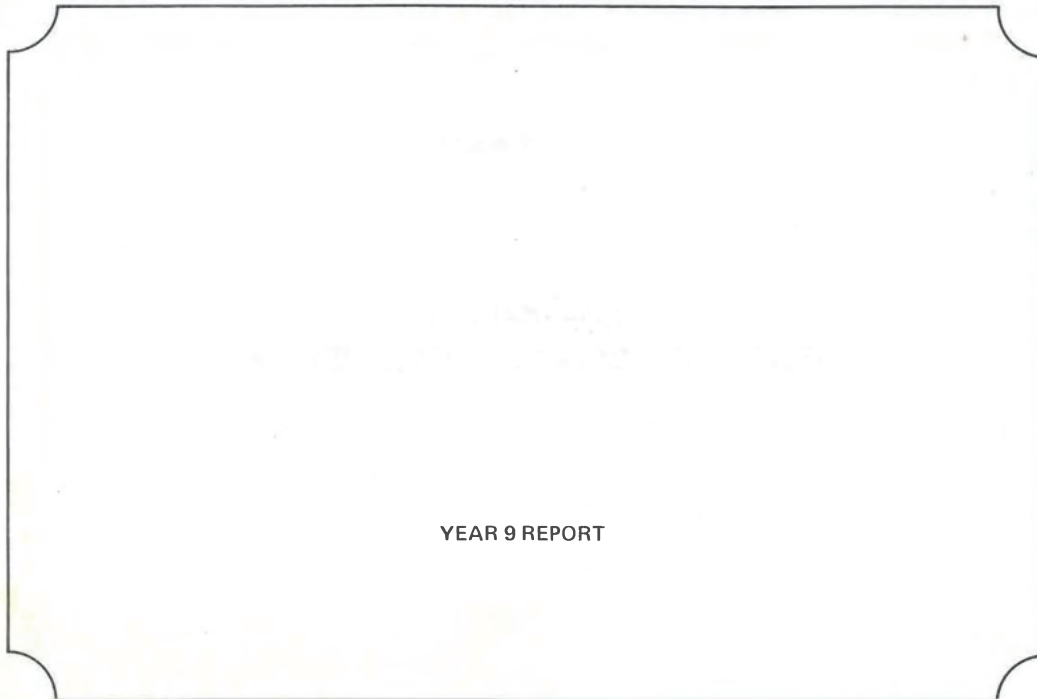
MERIT AWARDS:

DISCIPLINE LEVEL:

EXTRA-CURRICULAR INVOLVEMENT: *Rugby, Basketball & Tennis*

TUTOR:

PRESIDENT:



Student's Name: [REDACTED]

Class Patron: [REDACTED] *has a quiet sense of maturity and quite a contemplative nature. I would like to see her participate more fully in the Pastoral Care group, as I feel she has much to offer.*
J. Allan

Days Absent: *4*

Year Mistress: [REDACTED]

Principal: [REDACTED]

Appendices

NAME: [REDACTED] CLASS: 9/M2 DATE: DECEMBER 1990

| Subject | Form Mark | Form Aver. | Class Work | Class Aver. | Comment |
|----------------------|-----------|------------|---|-------------|---|
| Religious Education | N/A | N/A | 75 | 66 | [REDACTED] is a delight to teach. she is able to give intelligent and thoughtful contributions to discussions. An asset to the class. <i>JG</i> |
| English | 77 | 61 | 86 | 67 | An excellent year's work! [REDACTED] is a dedicated and talented student, a pleasure to teach. <i>Quarles</i> |
| ADVANCED Mathematics | 73% | 66% | N/A | N/A | [REDACTED] has worked consistently this year and made satisfactory progress. <i>Admelt</i> |
| Science | 88 | 60 | 87 | 68 | Well done! A very pleasing result. [REDACTED] has a good foundation for more advanced work. <i>Mrs. J. Ancher</i> |
| Commerce | 80 | 60 | 85 | 69 | [REDACTED] has worked very well to achieve fine results this semester. Congratulations. <i>CM Hendley</i> |
| Art | 89 | 77 | 80 | 69 | [REDACTED] has had another excellent year in this subject. Keep up the good work in '91. <i>E. Scott</i> |
| History | 77 | 65 | 82 | 65 | [REDACTED] is a conscientious and diligent worker. She is a pleasure to have in the class. <i>L. Harper</i> |
| Art (GFA) | - | - | A | B+ | Excellent! <i>E. Scott</i> |
| P.E./Sport | Skill | B | An enthusiastic and competitive individual, [REDACTED] has participated well in all activities. | | |
| | Effort | B+ | Capable of succeeding in most sports, [REDACTED] efforts are commendable. [REDACTED] | | |
| General Activities | JAPANESE | | | | |

SC 21(F4)

RELIGIOUS EDUCATION:

Religious attitudes and values are important primarily in the home. The school can, and does, strive to support and extend this parental influence and to impart a content of doctrine appropriate to the child's stage of maturity. In view of what has been taught in the classroom, we find that your child participates in the religious education programme, liturgy and prayer by:-

- growing in knowledge of the Christian beliefs of the Church ✓
- learning the formal prayers of the Church suited to your child's development ✓
- growing in the ability to pray spontaneously ✓
- participating in prayer and liturgies ✓
- developing responsible Christian attitudes and values ✓
- responding to the Sacramental Programme ✓

██████ participates well in all aspects of our Religious Education program. She is a caring person and generous towards others.

PERSONAL DEVELOPMENT:

- respects school rules ✓
- shows respect for authority ✓
- shows good manners ✓
- exercises self discipline ✓
- co-operates with teachers ✓
- accepts responsibility ✓
- relates well with others ✓
- shows confidence in his/her ability ✓
- listens with attention ✓
- works to his/her ability ✓
- works independently ✓
- follows directions carefully ✓
- works in a neat and orderly manner ✓
- shows care for books and equipment ✓
- contributes positively to discussions ✓
- adapts to changes in routine ✓
- contributes positively to the school community ✓
- completes homework ✓

| | Consistently | Usually | Seldom |
|---|--------------|---------|--------|
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | |

PUNCTUALITY - Number of days absent
Term

| | | | |
|---|---|---|---|
| - | 3 | 1 | - |
| 1 | 2 | 3 | 4 |

Appendices

MATHEMATICS

| STRAND | COMMENTS |
|---|--|
| SPACE 3 Dimension 2 Dimension Position Graphs | <i>Achieving good results in these areas</i> |
| MEASUREMENT Length Area Volume Mass Temperature Time | <i>Achieving good results in these areas</i> |
| NUMBER Numeration Addition Subtraction Multiplication Division Fractions/Decimals Money | <i>Achieving good results in these areas</i> |
| PROBLEM SOLVING | <i>Understands and uses problemsolving techniques.</i> |

LANGUAGE:

Listening
Oral Expression
Written Expression
Spelling Skills
Vocabulary Development
Oral Reading

| | Very Good | Good | Fair | Needs Improvement |
|------------------------|-----------|------|------|-------------------|
| Listening | ✓ | | | |
| Oral Expression | ✓ | | | |
| Written Expression | ✓ | | | |
| Spelling Skills | ✓ | | | |
| Vocabulary Development | ✓ | | | |
| Oral Reading | ✓ | | | |

LANGUAGE (CONTINUED)

Comprehension
Media Education
Handwriting:-
 Formation
 Application

| | Very Good | Good | Fair | Needs Improvement |
|----------------------------|-----------|------|------|-------------------|
| Comprehension | ✓ | | | |
| Media Education | ✓ | | | |
| Handwriting:- Formation | ✓ | | | |
| Application | ✓ | | | |

SOCIAL STUDIES:

Knowledge
Application
Activities and Research

| | Very Good | Good | Fair | Needs Improvement |
|-------------------------|-----------|------|------|-------------------|
| Knowledge | ✓ | | | |
| Application | ✓ | | | |
| Activities and Research | ✓ | | | |

SCIENCE/HEALTH:

Knowledge
Application
Activities and Research

| | Very Good | Good | Fair | Needs Improvement |
|-------------------------|-----------|------|------|-------------------|
| Knowledge | ✓ | | | |
| Application | ✓ | | | |
| Activities and Research | ✓ | | | |

LIBRARY:

Interest and Appreciation

█ makes

Knowledge of Library and Books

excellent use of

Research Skills

the school

Ability to work independently

library.

2B 19/11/9

MUSIC:

█ has a very good knowledge of music concepts. She participates very well in all music activities particularly in percussion.

PHYSICAL EDUCATION:

Co-ordination

Good

Basic Skills

Very Good

Participation

Very Good

Team Spirit

Very Good

Sportsmanship

Very Good

ART/CRAFT:

█ has a good sense of colour and design. She works neatly and her craft skills have improved.

RESOURCE TEACHER:

GENERAL COMMENTS:

█ has worked very hard all year and has achieved a very high standard in all curriculum areas. Her presentation of all work is a pleasure to see. I've enjoyed having █ in my class. Good luck in Year 6 █ I know you will do well!

CLASS TEACHER'S SIGNATURE: █

PRINCIPAL'S SIGNATURE: █

Appendices

Appendix 14 - Contemporary School Report

SEMESTER 1, 2021

YEAR 6

| MATHEMATICS | | A - E |
|--|--|-------|
| <p>Content Statement</p> <p>In Mathematics this semester, students have applied various strategies to solve addition, subtraction, multiplication and division problems. Students have been converting fractions, decimals and percentages and created rules involving patterns, shapes, numbers and algebra. Students have investigated and converted length and mass and problems using perimeter and area. They have interpreted timetables and compared a range of data displays.</p> | | |
| Number and Algebra | | |
| Measurement and Geometry | | |
| Statistics and Probability | | |
| Effort: | | |
| Overall Achievement: | | |

| HUMAN SOCIETY AND ITS ENVIRONMENT | | A - E |
|--|--|-------|
| <p>Content Statement</p> <p>In History this semester, students described and explained the events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Students also described and explained the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples.</p> | | |
| Australian Bushfires/ Bushfire Mitigation. | | N/A |
| Global Diversity/ Cultural Diversity. | | N/A |
| Effort: | | |
| Overall Achievement: | | |

| SCIENCE AND TECHNOLOGY | | A - E |
|---|--|-------|
| <p>Content Statement</p> <p>In Science this semester, students investigated the difference between contact and non-contact forces, how energy is transformed and had the opportunity to investigate how electrical energy can control movement in products and systems. Students investigated ways in which the state of materials can be changed and manipulated, as well as the result of combining and separating different materials. Students learnt to pose testable questions and to plan, design and conduct their own investigations.</p> | | |
| Extreme Weather | | N/A |
| Light up the world | | N/A |
| Effort: | | |
| Overall Achievement: | | |

SEMESTER 1, 2021
YEAR 6

| PERSONAL AND SOCIAL SKILLS | Consistently | Usually | Needs Improvement |
|--|---------------------|----------------|--------------------------|
| Shows respect and concern for others | | | |
| Participates effectively in group activities | | | |
| Follows school and classroom rules | | | |
| Wears uniform with pride | | | |
| Participates in Prayer and Liturgies | | | |

| WORK HABITS | Consistently | Usually | Needs Improvement |
|-------------------------------------|---------------------|----------------|--------------------------|
| Takes pride in presentation of work | | | |
| Is able to work independently | | | |
| Completes homework | | | |
| Demonstrates organisational skills | | | |

CLASS TEACHER COMMENT

Mr P C Vidot and Mrs S Stuntz

Appendices

SEMESTER 1, 2021
YEAR 6

| CO-CURRICULAR | | | |
|-----------------------------------|--|----------------------------|--------------------------|
| SPORTS | | | |
| Basketball | | Cricket | Touch Football |
| Tennis | | Waterpolo | AFL |
| Football | | Rugby | Colour House Captain |
| SRC Representative | | Student Services Committee | Environment Committee |
| Social Justice Committee | | Liturgy Committee | Digital Media Committee |
| Library Monitor | | Lego Robotics Club | Photography Club |
| Trains, Planes & Automobiles Club | | Art Monitor | Altar Servers Society |
| Gardening Club | | Chess | Debating |
| Athletics Team | | Swimming Team | Cross Country Team |
| Theatre Sports | | Da Vinci Decathlon | Tournament of the Minds |
| Math Olympiad | | Kids Advisory Team | Concert Band 1 |
| Concert Band 2 | | Rock Band | Junior School Choir |
| String Chamber Orchestra | | String Chamber Ensemble | Junior School Stage Band |
| Guitar Ensemble | | Zipoli Choir | Senior School Stage Band |
| Music Monitor | | Jazz Ensemble | Ukulele |
| Recorders | | | |
| ENSEMBLES | | | |
| Junior Choir | | | |
| Zipoli Choir | | | |

HEAD OF TEACHING AND LEARNING

Mrs Jennifer Walker

2020
SEMESTER 2
REPORT

Student Test
Year 8



PASTORAL REPORT GUIDE

CURA PERSONALIS Reflects student engagement with the College pastoral care program and activities.

CONTRIBUTION TO COLLEGE LIFE INCLUDES

- Faith and Justice initiatives
- Awards and recognition within the College
- Participation in College sport and other Co-curricular activities
- Summer sport (Term IV and Term I) is reported in the Semester 1 Report.
Winter sport (Term II and Term III) is reported in the Semester 2 Report.

ACADEMIC REPORT GUIDE

OUTCOME Syllabus knowledge and skill outcomes covered during the reporting period.

| LEVEL OF ACHIEVEMENT | OUTCOME INDICATORS |
|----------------------|--|
| Extensive | The student has demonstrated an extensive knowledge, skill level or understanding related to the content or processes at this level of the subject. The student has demonstrated a high level of independence as a learner. |
| Competent | The student has demonstrated a competent level of knowledge, skills or understanding related to the content or processes at this level of the subject. The student has demonstrated a consistent level of independence as a learner. |
| Satisfactory | The student has demonstrated a satisfactory level of knowledge, skills or understanding related to the content or processes at this level of the subject. The student has demonstrated some independence as a learner. |
| Elementary | The student has demonstrated elementary knowledge, skills or understanding related to the content or processes at this level of the subject. The student has required considerable assistance to demonstrate achievement. |
| Not Yet Demonstrated | The student has not yet demonstrated any achievement of this outcome. |
| Not Applicable | The student has not been able to demonstrate achievement of this outcome due to illness or misadventure. |

| COURSE GRADE | LEVEL OF ACHIEVEMENTS |
|---------------------|---|
| A | 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 | 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 | 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 | 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 | 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. |

| | |
|------------------------|--|
| LEARNER PROFILE | An indication of the student's learning habits and practices during the reporting period. Possible levels of achievement include: Consistently, Mostly, Sometimes and Rarely. |
|------------------------|--|

STUDENT TEST

PASTORAL REPORT

SEMESTER 2, 2020

HEAD OF SENIOR SCHOOL
MR TEACHER TEST1

HEAD OF YEAR
MR TEACHER TEST

ATTENDANCE

Number of days absent: 3

Number of days late: 0

CONTRIBUTION TO COLLEGE LIFE

List of Co-curricular programs undertaken

- Aloysian Faith In Service - 15 Hours
- Cadets
- Concert Band
- Senior Clarinet Ensemble
- Rugby 14B

Cura Personalis

| | Consistently | Mostly | Sometimes | Rarely |
|---|--------------|--------|-----------|--------|
| Is discerning and reflective about the choices he makes | ✓ | | | |
| Actively engages in positive relationships with others | ✓ | | | |
| Takes pride in his uniform and personal grooming | ✓ | | | |
| Is punctual and participative within Pastoral Meetings | ✓ | | | |

PASTORAL MENTOR COMMENTS

Student is a steady influence on the Pastoral Group with his mature outlook and positivity as well as demonstrating great care for others by completing his 15 hours of Service this year. Academically Student is an engaged, motivated and interested learner who has achieved sound results across his subjects. Student has enjoyed playing Rugby with the 14Bs, and has been actively involved in both the Concert Band, Senior Orchestra and SAC Cadet program. Wishing Student all the best for the upcoming summer holiday period and look forward to seeing his continuing positive presence in our Pastoral Group during 2021.

Mrs M A Teacher

STUDENT TEST

YEAR 8 ENGLISH

SEMESTER 2, 2020

| Achievement Outcomes | Extensive | Competent | Satisfactory | Elementary | Not yet Demonstrated | Not Applicable |
|---|-----------|-----------|--------------|------------|----------------------|----------------|
| Composes a sonnet applying his understanding of the language features and structure of the form. | | ✓ | | | | |
| Reflects on his purpose as a writer and the creative choices made to achieve this purpose. | | ✓ | | | | |
| Uses the conventions of the documentary genre and documentary film-making techniques to communicate an idea or issue to a wider audience. | ✓ | | | | | |
| Reads and analyses print media texts. | | ✓ | | | | |
| Composes an analytical response to a literary text using appropriate language and structure. | | ✓ | | | | |

Achievement Grade Distribution by number of students in Course

| A | B | C | D | E | Number of students |
|----|----|----|---|---|--------------------|
| 42 | 86 | 31 | 0 | 0 | 159 |

Achievement Grade

| |
|---|
| B |
|---|

| Learner Profile | Consistently | Mostly | Sometimes | Rarely |
|---|--------------|--------|-----------|--------|
| Completes class learning activities | ✓ | | | |
| Completes homework | ✓ | | | |
| Collaborates effectively | ✓ | | | |
| Learns independently | ✓ | | | |
| Uses feedback and self-reflection effectively | ✓ | | | |

TEACHER'S COMMENT

Student has achieved consistently strong results throughout the course. He has also been impressive in the way he collaborated with his team on their documentary, showing that he is a kind team member who is always willing to support his friends and to help them discover new and original ways of approaching the topic. Their documentary was so well researched and presented that it was chosen as one of the best to be considered for the Eagle Fest awards. In the recent examination, Student displayed a strong understanding of the novel's themes, but needed to address more directly the terms of the question which also involved identifying key literary techniques and their impact on the meaning. Additionally, the question required greater focus on how the earthquake revealed aspects of what it means to be human.

Mrs C M Teacher

STUDENT TEST

YEAR 8 HISTORY

SEMESTER 2, 2020

| Achievement Outcomes | Extensive | Competent | Satisfactory | Elementary | Not yet Demonstrated | Not Applicable |
|--|-----------|-----------|--------------|------------|----------------------|----------------|
| Describes major periods of historical time and sequences events, people and societies from the past. | | ✓ | | | | |
| Describes and assesses the motives and actions of past individuals and groups. | | ✓ | | | | |
| Describes and explains the causes and effects of events and developments of past societies. | | | ✓ | | | |
| Identifies the meaning, purpose and context of historical sources. | | | ✓ | | | |
| Selects and uses appropriate oral, written, visual and digital forms to communicate about the past. | | ✓ | | | | |

Achievement Grade Distribution by number of students in Course

| A | B | C | D | E | Number of students |
|----|----|----|---|---|--------------------|
| 46 | 72 | 41 | 0 | 0 | 159 |

Achievement Grade

| |
|---|
| C |
|---|

| Learner Profile | Consistently | Mostly | Sometimes | Rarely |
|---|--------------|--------|-----------|--------|
| Completes class learning activities | ✓ | | | |
| Completes homework | ✓ | | | |
| Collaborates effectively | ✓ | | | |
| Learns independently | ✓ | | | |
| Uses feedback and self-reflection effectively | ✓ | | | |

TEACHER'S COMMENT

Student has worked very well this semester. He is an interested student, who effectively contributes to discussions and activities. Student has adopted a consistent approach to his learning in class, and his work has been of a pleasing standard. His Heroes and Villains documentary on Abraham Lincoln provided a detailed account of Lincoln's life, and his in-class essay on the Crusades was well-structured and supported with the given sources as well as outside knowledge. His podcast on Shogunate Japan was engaging and creative. As he moves into Year 9, Student is encouraged to focus in particular on ensuring that he fully develops his written arguments, supporting them with breadth and depth of specific evidence.

Dr G Teacher



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