



Rockhampton Girls Grammar School

Est 1892

PRIMARY SCHOOL REPORTING POLICY

PURPOSE OF THE POLICY

The purpose of the policy is to outline Rockhampton Girls Grammar School guidelines for reporting student achievement for Prep to Year 6 students.

POLICY

Who must comply with this Policy?

- Teachers
- Administration Staff

Scope of this Policy

The policy applies to all Primary School subjects for all students.

PROCEDURE

The Rockhampton Girls Grammar School will formally report on student achievement at least twice a year – at the end of each Semester. The School may also choose to implement interim reporting at the end of Terms 1 and 3. Teaching staff across all year levels must be available for discussions with parents/carers about student achievement and progress, but formalised Parent-Student-Teacher 'Learning Conversations' will be held at least once a year at the end of Term 1. The School may also choose to hold formalised interviews at the end of Term 3.

Interim reporting is to be based upon progress and Semester reporting is to be based upon final academic achievement. Comments are to be subject based and academically focused. Any behavioural comments should be addressed through the Care Mentor report that accompanies the student academic report for each subject.

Academic reports are to address subject content covered as well as achievements made and strategies for improvement. Teaching staff are to follow the 'Reporting Style Guide' which is published for each reporting period by the Director of Learning.

Levels of Achievement for the Primary Years

Prep	Years 1-2	Years 3-6
<p>AP Applying The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.</p> <p>MC Making Connections The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.</p> <p>WW Working With The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.</p> <p>EX Exploring The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.</p> <p>BA Becoming Aware The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.</p>	<p>VH Very High The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.</p> <p>H High The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.</p> <p>S Sound The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.</p> <p>D Developing The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.</p> <p>SR Support Required The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.</p>	<p>A (including + -) Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.</p> <p>B (including + -) Evidence in a student's work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.</p> <p>C (including + -) Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.</p> <p>D (including + -) Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.</p> <p>E (including + -) Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.</p>
<p>MP Modified Program NA Not Assessed this semester UA Unable to Assess due to a lack of evidence EL Experiential Learning (Ungraded)</p>		

Levels of Achievement are to be on a 15 point scale ranging from A+ to E - for students in Year 3-6

Grades in the D & E or equivalent ranges will not be awarded without first having conversations with the Director of Primary Learning and the students' parents.

Students receiving a D+ or lower are *at risk* and intervention *must* be implemented.

Students on modified learning programs may be assigned 'Modified Program' (MP).

Where insufficient evidence exists to assign a grade, 'Unable to Assess' (UA), may be assigned.

POLICY RELEASE DETAILS

Date of Policy: September 2015

Reviewed by: RGGGS Executive

Review Date: As required

Access Public Availability: Girls Grammar Website

RELATED POLICIES AND DOCUMENTS

Girls Grammar Parent and Student Handbook

Girls Grammar Student Planner

Girls Grammar Staff Handbook

Girls Grammar Values Statement

Girls Grammar Confirmation of Enrolment Contract