



Rockhampton Girls Grammar School

Est 1892

SECONDARY SCHOOL REPORTING POLICY

PURPOSE OF THE POLICY

The purpose of the policy is to set down Rockhampton Girls Grammar School guidelines for reporting student achievement for Year 7 to Year 12 students.

POLICY

Who must comply with this Policy?

- Teachers
- Administration Staff

Scope of this Policy

The policy applies to all Year 7 to 12 students for all subjects.

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 are to be on a 15 point scale ranging from A+ to E- as outlined below.

Scale	Achievement Bands
A+	Very High Achievement
A	
A-	
B+	High Achievement
B	
B-	
C+	Sound Achievement
C	
C-	
D+	Limited Achievement
D	
D-	
E+	Very Limited Achievement
E	
E-	

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

Students receiving a D+ or lower are *at risk* and intervention *must* be implemented. In Years 11 and 12 levels this will require a reappraisal of course advice to ensure an appropriate plan. In Years 7 to 10, this outcome requires intervention strategies to target the delayed learning areas. In extreme cases this may lead to ascertainment of developmental delay and lead to modified learning programs through which the students will have access to successful outcomes.

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: December 2015

Reviewed by: Executive

Review Date: as required

Access Public Availability: Rockhampton Girls Grammar School 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