



**MURRUMBA
STATE SECONDARY
COLLEGE**



Curriculum, Assessment and Reporting Plan

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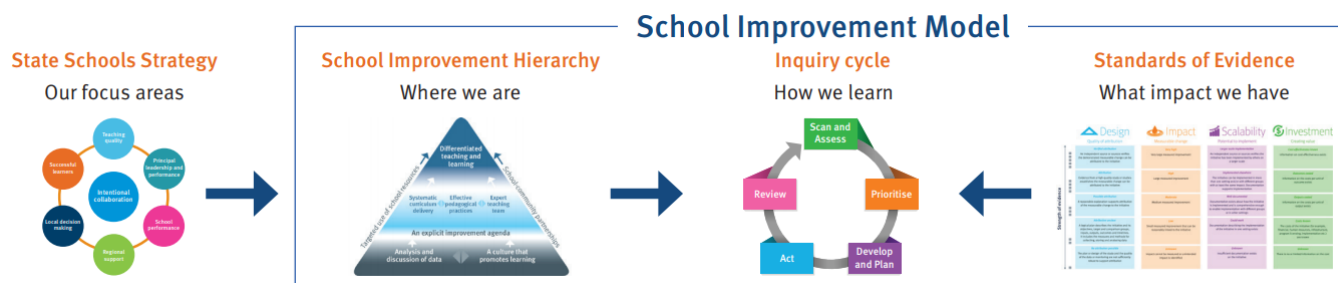
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School Improvement

Murrumba State Secondary College operates under an Annual Implementation Plan which is developed by the College Principal and endorsed by the School Council and the Department of Education.

The College shapes its improvement strategy using the [School Improvement Tool](#) and the [School Improvement Hierarchical Model](#).

Murrumba State Secondary College draws upon the [State Schools Strategy](#) (2019-2023) and has a focus of every student succeeding in development and provision of educational programs. This aligns with the College vision: *“Learning for Life”* and the element of the College mission statement, which states *“inspiring students to shape their preferred futures”*.



In 2019, Murrumba is committed to improvement by having the following College Priorities:

- Embed Higher Order thinking skills
- Enhance our Well-being.

These priorities shape much of the work within the College, from the College Executive Team, Leaders of Learning, Deans of Students and Classroom teachers.

Provision of Curriculum

Educational programs in years 7-10 are formed by Version 8.0 of the Australian Curriculum. In years 11-12, QCAA applied and general syllabuses are implemented alongside a range of VET qualifications that prepare students for tertiary study and training and/or entering the workforce.

Achievement Standards (or Syllabus Objectives in years 11-12) are the touchstones that shape the curriculum. These standards (or objectives) are the basis of all curriculum, and all teaching and learning programs across the 8 learning areas reference these throughout the curriculum cycle.



Murrumba State Secondary College uses three levels of planning to:

- Promote consistent practise across the College which develops a level of familiarity amongst both teachers and students
- Vertically align assessment genres to allow for a linear development of cognitive ability and writing skills
- Quality assure the curriculum provision for all students

Murrumba State Secondary College has, as much as possible, used the recommended time allocation from [Providing the Australian Curriculum in Prep to Year 10 in Queensland State Schools from 2017](#) to inform the provision of curriculum in the timetable. The provision of the F-10 Australian Curriculum at Murrumba can be seen over the page in Table 1. Provision of Curriculum

Year 7 – 10 Curriculum

Learning Area	Year 7		Year 8		Year 9		Year 10	
	Subject Name	Hours	Subject Name	Hours	Subject Name	Hours	Subject Name	Hours
English	English	182	English	137	English	137	English	133
Mathematics	Mathematics	137	Mathematics	137	Mathematics	137	Mathematics	133
							Extension Maths	133
					Specialist Maths	47	Specialist Maths	47
Humanities and Social Sciences	History	47	History	47	History	47	History	47
	Geography	44	Geography	44	Civics	44	Civics	42
					Legal Studies	47	Legal Studies	89
					Entrepreneurship Education	47	Entrepreneurship Education	89
Science	Science	137	Science	137	Science	137	Science	137
Technologies	ITD	47	ITD	23	Product Design	47	Design	89
							Design and Industrial Technologies	89
					Graphical Design	47	Engineering	89
					Engineering	47	Food and Nutrition	89
			Food Studies	23	Food and Nutrition	47	Food and Nutrition	89
					ICT	47	ICT	89
							Digital Solutions	89
				Fashion and Design	47	Fashion and Design	89	
The Arts	The Arts:		The Arts:					
	Drama	9	Drama	9	Drama	47	Drama	89
	Dance	9	Dance	9	Dance	47	Dance	89
	Music	9	Music	9	Music	47	Music	89
	Visual Art	9	Visual Art	9	Visual Art	47	Visual Art	89
	Media Studies	9	Media Studies	9	Media Studies	47	Media Studies	89
	High Performance Music	91	High Performance Music	91	High Performance Music	47	High Performance Music	89
Languages	Spanish	46	Spanish	91	Spanish	47	Spanish	89
	Spanish Acceleration		Spanish immersion		Spanish immersion	91	Spanish immersion	89
Health and Physical Education	HPE	91	HPE	91	HPE	47	HPE	89
					HPE Extension	47	PE Extension	89
							Health Extension	89
	Football Academy	91	Football Academy	91	Football Academy	91	Football Academy	89

Specialist Program Curriculum:

Specialist Programs at Murrumba run in year levels 7-10. These subjects are specifically designed to target the development of excellence in the fields of STEM, The Arts, Sport, and Languages. These programs are mapped to relevant learning areas of V8.0 of the Australian Curriculum

In years 11 and 12, students who have studied an excellence program are encouraged to study subjects that align with the content matter.

Program Name	Australian Curriculum Learning Area(s)	Hours				
		Year 7	Year 8	Year 9	Year 10	
Engineering Excellence Program	Technologies Science Maths	47	91	91	89	Students study EEP as one of their electives
High Performance Music	Music	91	91	91	91	Students study HPM as one of their electives
Football Academy	Health and Physical Education	91	91	91	89	Students take football in lieu of HPE
Spanish Immersion	Spanish	91	91	91	91	Students study Spanish as one of their electives

Problem Solving for Life

All students in years 7 – 9 engage in Murrumba’s Problem Solving for Life program. This program is designed to allow students to develop 21st Century Skills at their own pace. Students engage in challenging open-ended activities that promote collaboration and interpersonal skills, critical and creative thinking and target the development of literacy and numeracy skills.

Problem Solving for Life	Year 7	Year 8	Year 9
Hours	47	47	47

Students who are not involved in inter-house sport or interschool sport may also engage in problem solving for life during their Sport Lesson

Year 11 and 12 Curriculum

Curriculum in year 11 and 12 needs to reflect the needs of our local community context, and as such, the following factors are considered when deciding on subjects to run each year:

- Interests and academic ability of the cohort
- Expertise of teachers
- Identified skills and job prospects in the future workforce
- Having sufficient low/no cost subjects
- The number of students in the cohort
- University Prerequisites
- An appropriate split between ATAR pathway and Vocational Pathway subjects that fits with the pathways of the cohort.

After the initial subject offerings are decided, students complete a “smorgasbord” selection and this is used to gauge interest in subjects, to create a line structure with the minimal possible amount of clashes for students as per the smorgasbord selections.

Once the line structure is finalised, students select subjects in their SET plan interview with guidance from an experienced member of staff, after undergoing a preparation process through their year 10 Access program.

In 2019 the subjects offered at set planning for the 2020 year 11 cohort were as follows:


General Subjects (ATAR)	Applied Subjects	VET courses
English	Essential English	
Literature		
General Mathematics	Essential Maths	
Mathematical Methods		Cert II in Laboratory Skills
Specialist Mathematics		
Physics		
Chemistry	Science in Practice	
Biology		
Psychology		
Ancient History	Social and Community Studies	
Modern History	Tourism	Cert III in Volunteering
Spanish		
Legal Studies		Cert III in Engineering Pathways
Business		Diploma of Business
Design	Fashio	Cert IV Hospitality
Engineering	Industrial Technology Skills	
Digital Solutions	Information Technology and Communication	Cert II in Information, Digital Media and Technology
Physical Education	Sport and Recreation	Cert III in Sport and Recreation
Health		Cert III in Fitness
Drama		
Dance		
Film, TV and New Media		
Music		Cert II in Visual Arts
Visual Art		
		Cert II in skills for work and vocational pathways (FSK)*
		Cert III in Microbusiness operations*
		<i>*all students select one of the above two courses</i>









Year and/or band plans

Year and/or band plans are a quick reference point for teachers, students and parents to quickly see what is taught, learnt and assessed in each subject and each year level.

They provide a summary of the topic of each unit, a brief description, the mode and genre of assessment and the aspects of the achievement standard that is covered. These plans allow for teachers, students and parents to monitor learning programs and track student progress.

Example of a Year Level Plan:

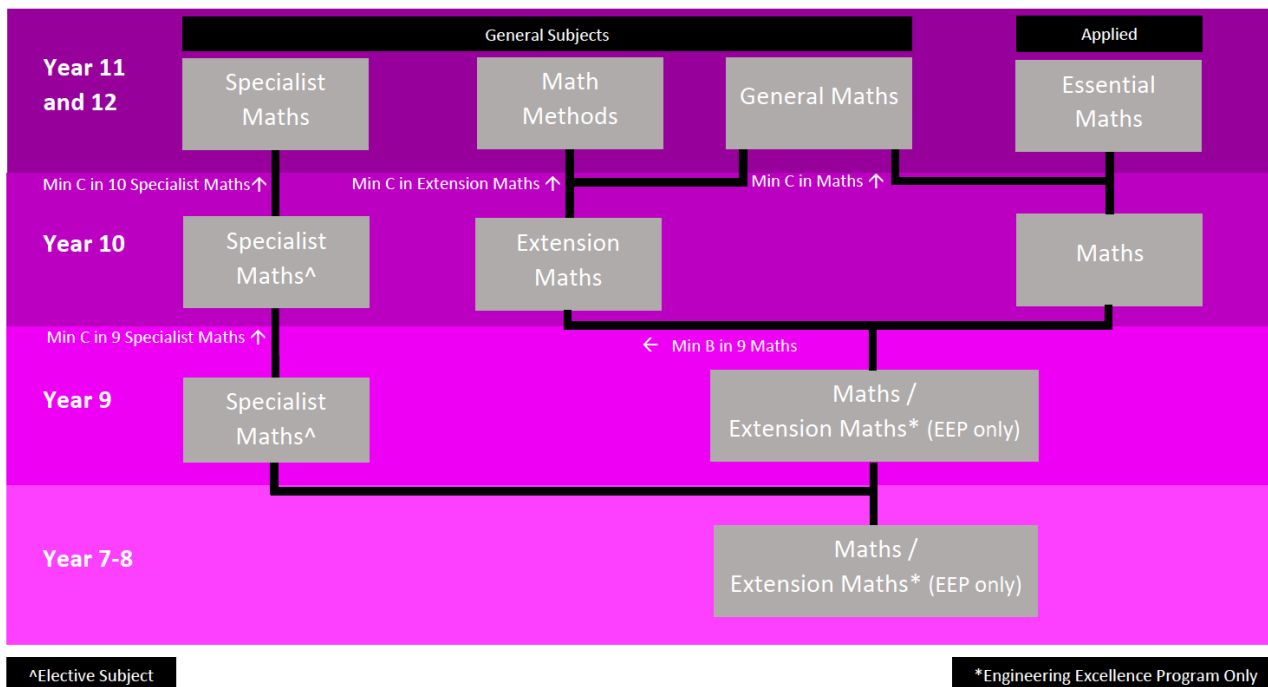
Learning Area: Drama	Year 9 level plan	
		
	Year 9 Unit One	Year 9 Unit Two
Unit Name	<i>Foundations (Voice)</i>	<i>Abstract (Movement)</i>
Unit Description	<i>Students will develop performance skills by engaging with a scripted text.</i>	<i>Students will devise a movement performance from stimulus.</i>

ASSESSMENT	Instrument 1	Instrument 2	Instrument 3
Technique (Genre)	Scripted Performance	Exam	Devised Performance
Mode	Small group performance	Written	Small group performance
Duration	8 weeks	6 weeks	6 weeks
Length	2 - 3 minutes active performance time	70 minutes (including viewing of stimulus)	3-4 minutes active performance time
Other	Group performance, individually marked Include annotated script on the day	Unseen Stimulus to be used. Viewing stimulus (twice at beginning of exam and once halfway through)	Group performance/ Students are marked individually Include planning documentation on assessment day
Aspects of the Achievement Standard:			
	Plan, rehearse and refine performances manipulating the elements of drama to engage an audience.	Analyse the elements of drama forms and performance styles.	Develop and sustain different roles and characters for given circumstances and intentions.
	Refine performance and expressive skills in voice and movement to convey dramatic action.	Evaluate the meaning and aesthetic effect in drama viewed.	Plan, rehearse and refine performances manipulating the elements of drama.
	Perform scripted drama using the conventions of the Realism style.	Evaluate drama from different viewpoints.	Perform devised drama using different forms, styles and performance spaces.
GENERAL CAPABILITIES	  	  	 
CROSS CURRICULAR PRIORITIES			

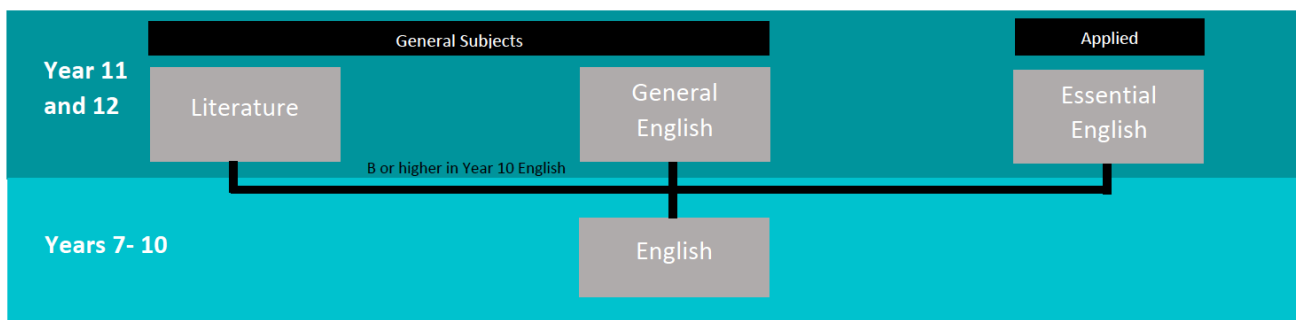
	Literacy	Numeracy	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	ICT Capability
							

Each learning area offers more differentiated and more specialised classes as students move towards year 12. From year 9, many elective subjects move into to more discipline-specific classes. In year 10, the focus of learning is to adequately prepare students for their intended Senior Learning pathways. Many subjects in year 10 offer classes that specifically prepare students for either General Subjects of Applied/VET subjects in year 11. Below are pathways that show how students can ensure they are making the correct selections that align with their preferred Senior Education subjects

Mathematics Faculty Study Pathway



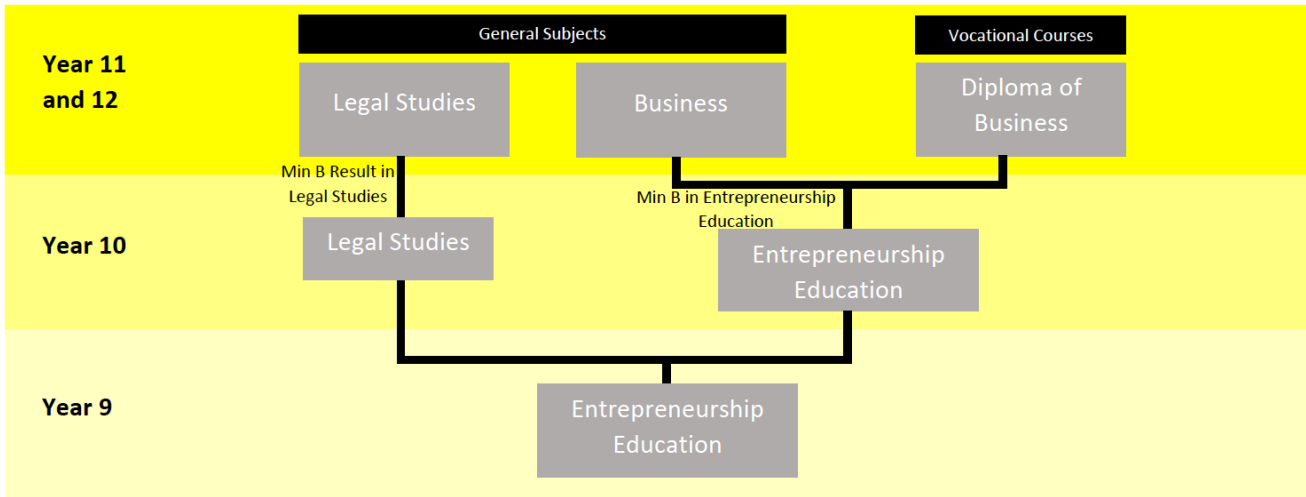
English Faculty Study Pathway



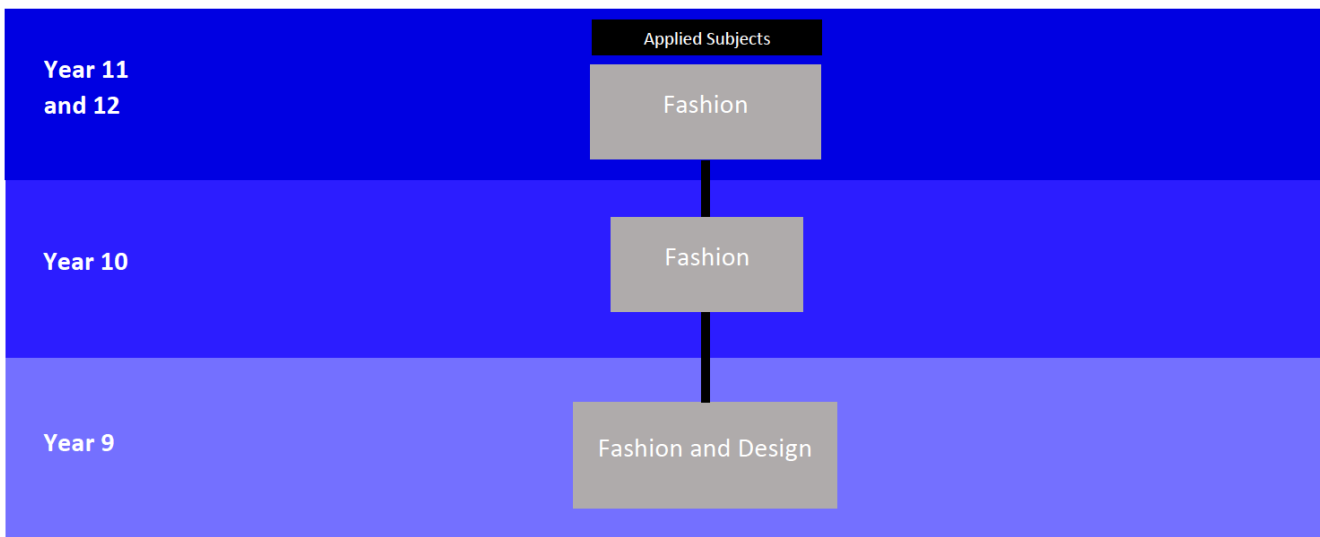
Humanities Faculty Study Pathway



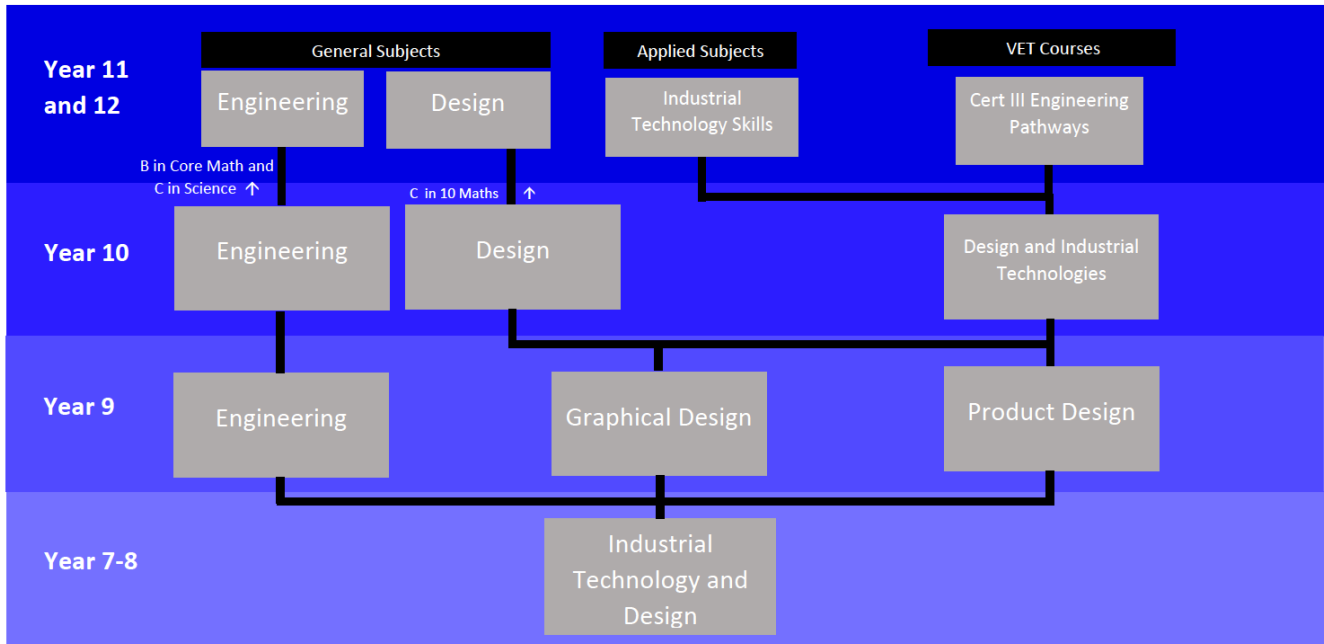
Entrepreneurship and Innovation Faculty Study Pathway



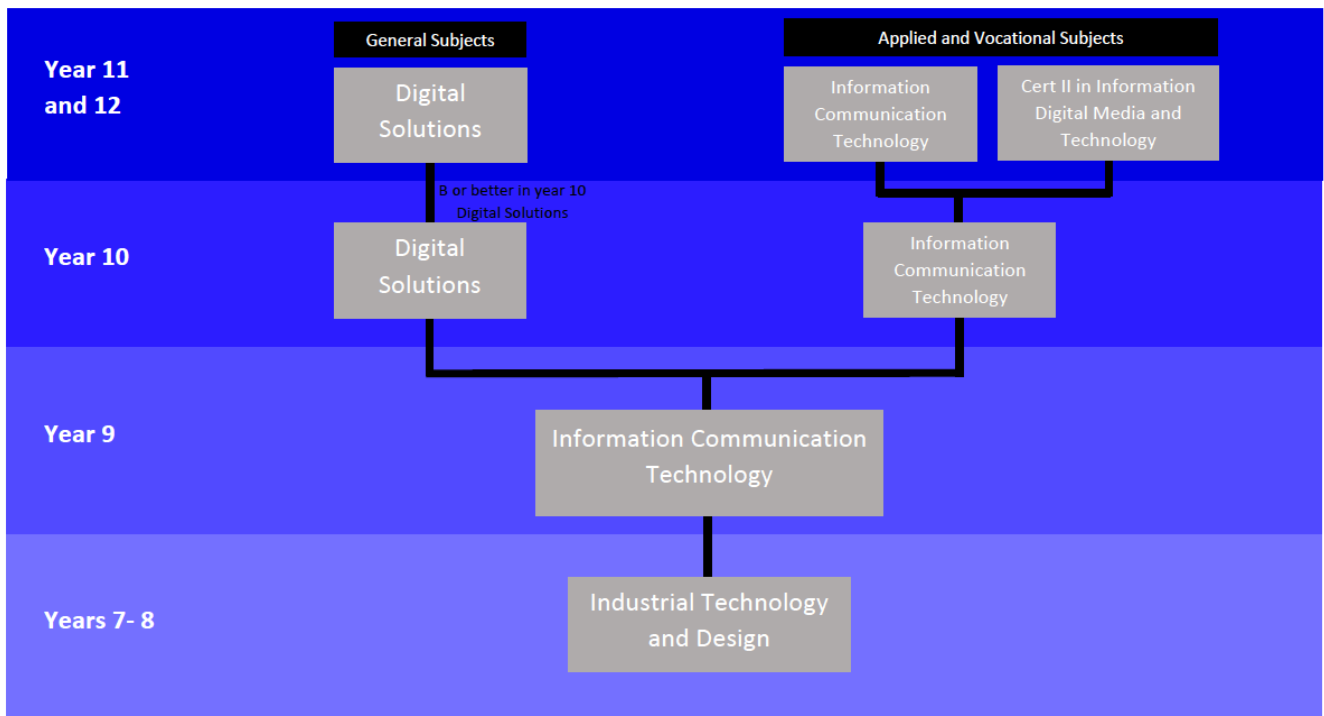
Fashion Study Pathway



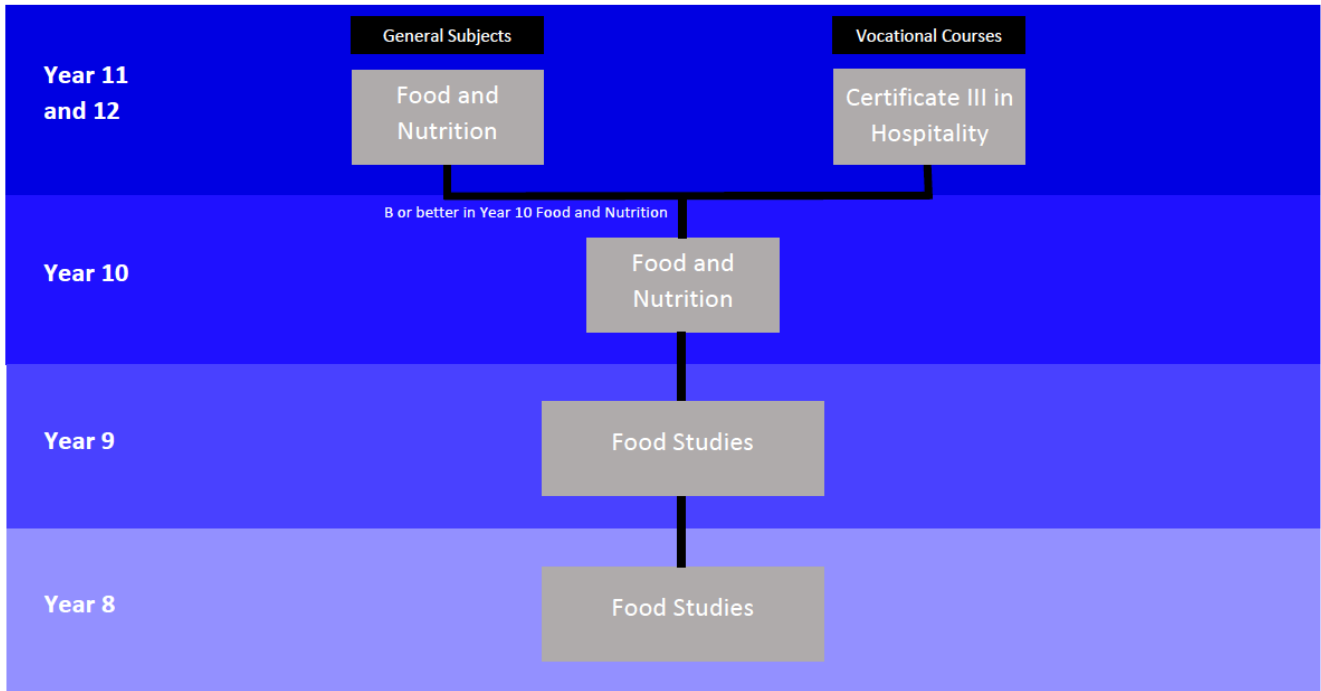
Industrial Technology and Design Study Pathway



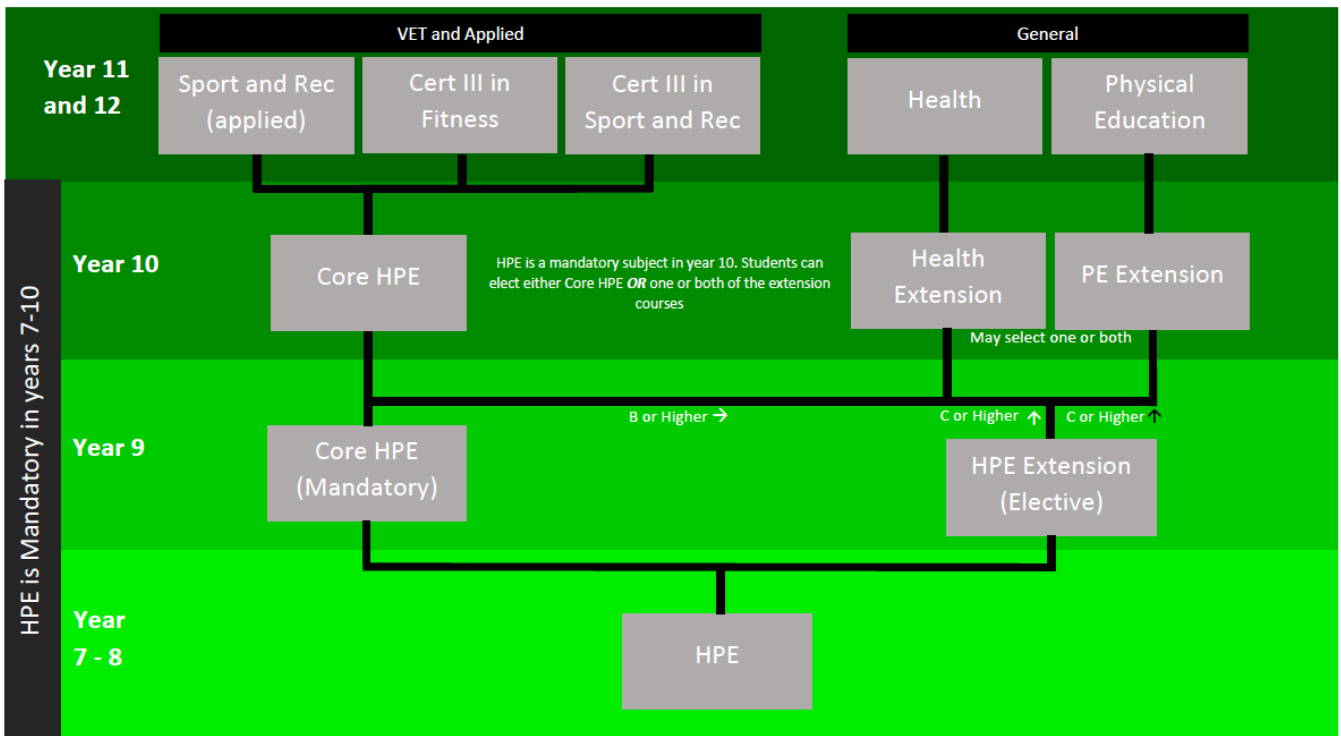
Digital Technologies Study Pathway



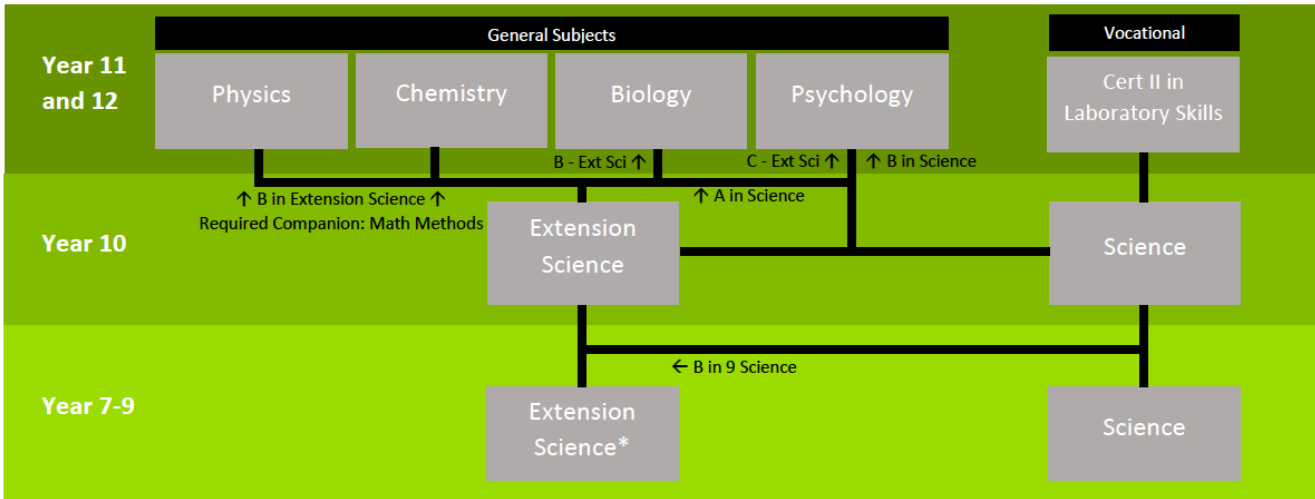
Food Technologies Study Pathway



Health and Physical Education Study Pathway

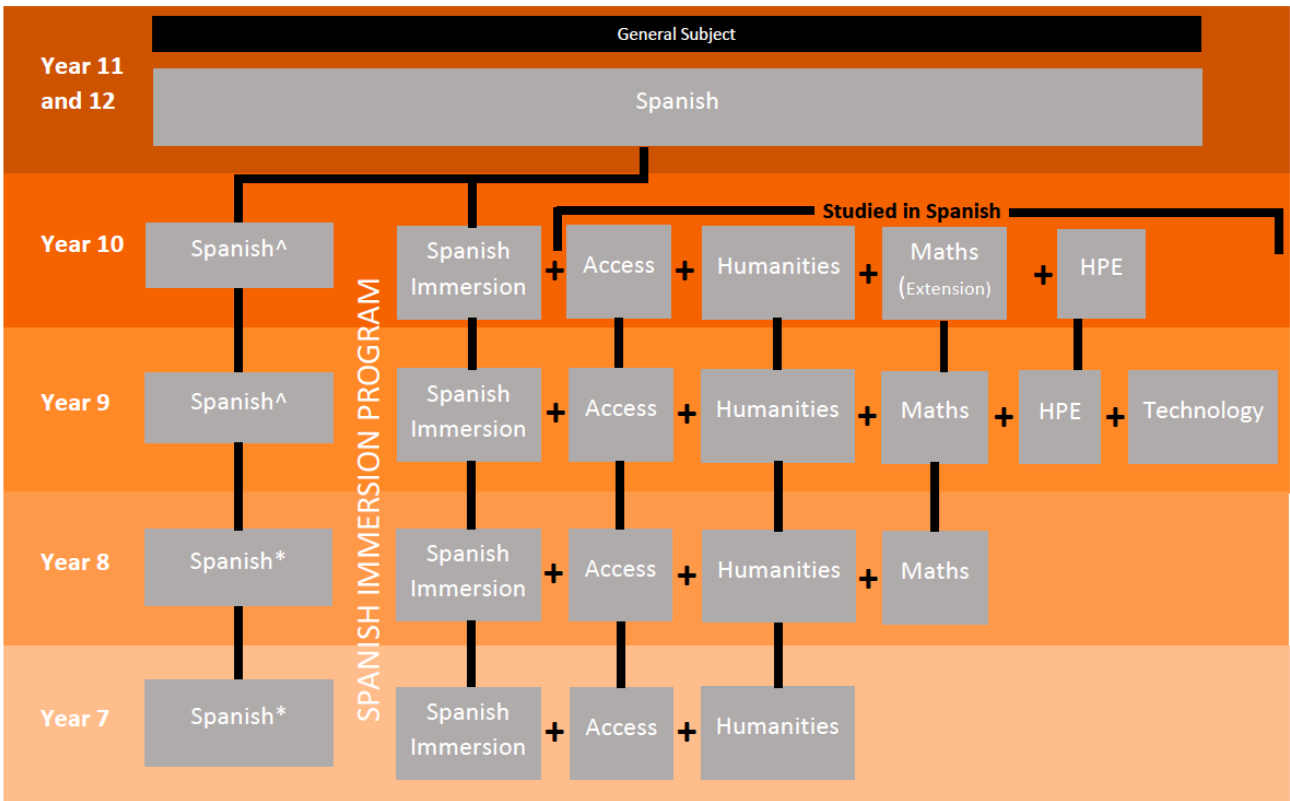


Science Faculty Study Pathway



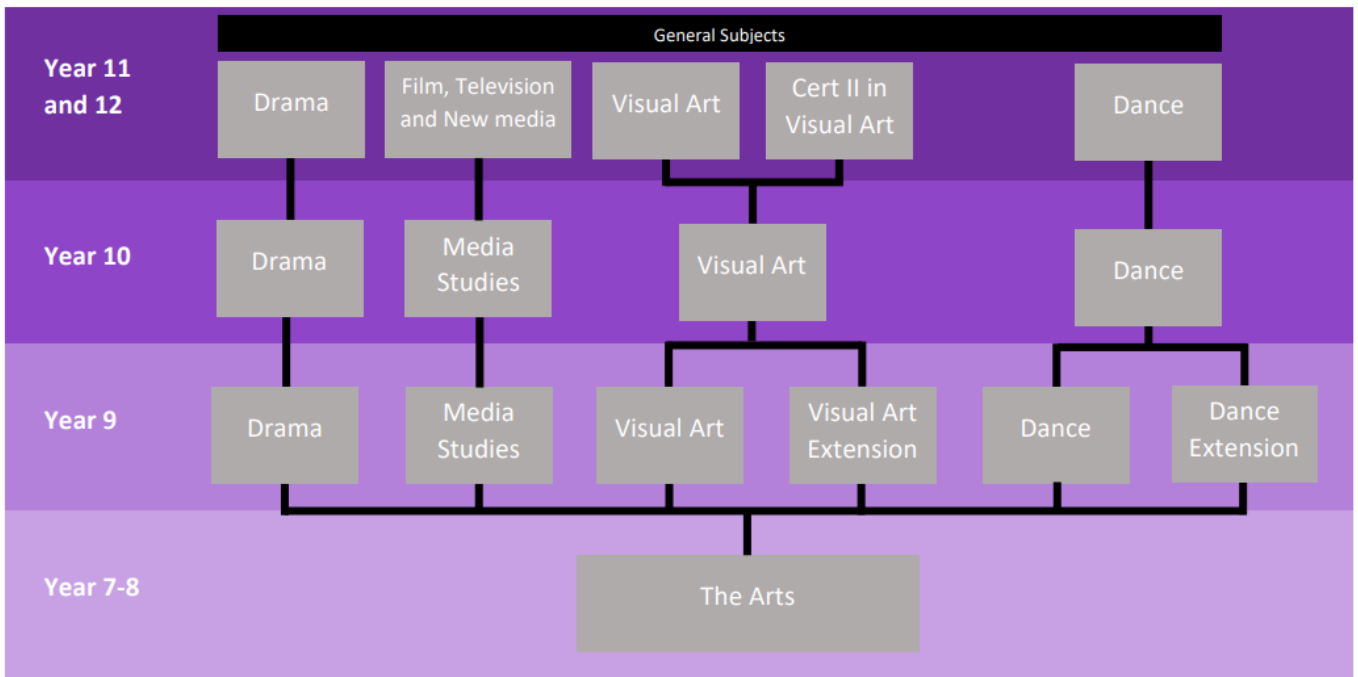
*Engineering Excellence Program Only

Spanish Study Pathway

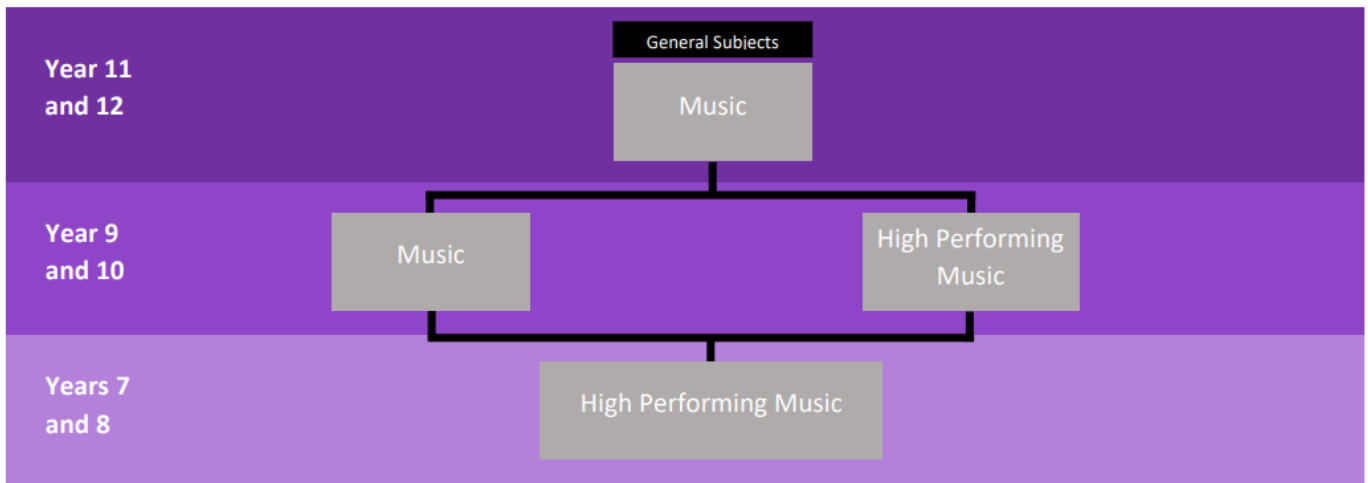


*Core Subject ^Elective Subject

Creative Industries Study Pathway



Music Study Pathway



Access: Pastoral Care Education Program

Students at MSSC participate in a weekly ACCESS lesson which addresses a variety of topics aimed at creating a supportive environment and equipping students with skills that will improve mental, physical, social and emotional wellbeing.

The ACCESS Program includes age appropriate learning in the areas of Sexual Health and Relationships, Time Management and Organisation, Career Preparation and Growth Mindset. Participation in the ACCESS program, provides students with both theoretical and practical learning that is focussed on enhancing their engagement in the classroom, playground and most importantly, life beyond College.

Through the MSSC ACCESS Program, students are provided the opportunity to participate in whole College celebrations that encourage and promote cultural diversity, a sense of belonging and community and allow students support each other to grow in a nurturing environment.

Murrumba State Secondary College Access Overview

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Term 1	<ul style="list-style-type: none"> • Goal Setting • Peer Mentoring (Resilience) • Camp pre-prep 	<ul style="list-style-type: none"> • Goal Setting & JCE • Time Management • Friendships & Resilience 	<ul style="list-style-type: none"> • Time Management • Goal Setting & JCE • Wellbeing • Understanding Yourself • Study Skills & Exam Tips 	<ul style="list-style-type: none"> • Goal Setting • Study Skills • Time Management • Organisational Skills 	<ul style="list-style-type: none"> • Goal Setting • Stress • Study Skills • Online Safety • Learning Accounts 	<ul style="list-style-type: none"> • Goal Setting • BRAKE assessment • Free 2 Go • Time Management
Term 2	<ul style="list-style-type: none"> • Goal Setting • Time Management 	<ul style="list-style-type: none"> • Goal Setting & JCE • Self-Concept, Learning Styles & Skills • Careers 	<ul style="list-style-type: none"> • Goal Setting & JCE • Acts of Kindness • Self-Reflection • Careers & Jobs 	<ul style="list-style-type: none"> • Goal Setting • Subjects and Pathways 	<ul style="list-style-type: none"> • Goal Setting • BRAKE –Driver Ed • Ace your Exams 	<ul style="list-style-type: none"> • Goal Setting • Sense of Future • Ace your Exams
Term 3	<ul style="list-style-type: none"> • Goal Setting • Study Skills • Cyber Safety Education 	<ul style="list-style-type: none"> • Goal Setting & JCE • Subject Selections • Sexual Health (first half of the program, 2 lessons) • Cybersafe Education 	<ul style="list-style-type: none"> • Goal Setting & JCE • Subject Selections • Project Based Learning – Community Action • Cybersafe education 	<ul style="list-style-type: none"> • Goal Setting • SET Planning • Safe Drinking & Partying • Cyber Safe Education 	<ul style="list-style-type: none"> • Goal Setting • BRAKE –Driver Ed • Cybersafe Education 	<ul style="list-style-type: none"> • Goal Setting • QTAC Guide • Cultural Challenge Dance off Rehearsal • RACQ Docudrama • CPR for Life • Cybersafe education
Term 4	<ul style="list-style-type: none"> • Goal Setting 	<ul style="list-style-type: none"> • Goal Setting & JCE • Sexual Health • Rotations/ Leadership Activities 	<ul style="list-style-type: none"> • Goal Setting & JCE 	<ul style="list-style-type: none"> • Goal Setting • Resume Writing • Job Applications • Job Interviews 	<ul style="list-style-type: none"> • Goal Setting • BRAKE – Driver Ed 	<ul style="list-style-type: none"> • Goal Setting • Graduation & Formal Preparation

Senior Education and Training Plan (SET Plan)

Outline

A SET Plan is a Senior Education and Training Plan. The aim of SET Planning is to help students make good decisions about their learning pathways and ensure they base their subject choices on their abilities, interests and clearly articulated goals.

Under Queensland Government law, young people are required to be 'earning or learning'. To help meet this requirement in a meaningful way, the SET Plan helps students map out their learning goals and specifies what students will study in Year 11 and 12. It also considers students' tertiary or work goals. The SET Plan is a formal, private document which is referred back to whenever students request to make subject changes and is also used as part of the College student review process.

Specific goals of SET Planning:

- Ensure students are aware of the requirements of the QCE and have made clear, informed choices which set them up to attain a QCE.
- Ensure students are aware of the stepping stones required to achieve an Australian Tertiary Admissions Rank (ATAR), Vocational Qualification or an achievable career after school.
- Provide a platform from which students can seek and engage in further education and training.
- Formally document the students' learning pathway for Senior Secondary
- Empower students, encouraging them to be active participants who are responsible for their own learning.
- Provide a discussion point for students, families and the school.
- Provide a tool through which the College can monitor students' progress during Senior Secondary.

SET Planning is a detailed process which develops in stages. Initially, students will need to think clearly about their preferred future and explore their learning options. After considering their learning goals, students will document their SET Plan and implement it in Year 11 and 12.

The SET Plan needs to be finalised by the end of Year 10. This is a *vital* component of students' Senior Secondary. The SET Plan is agreed upon by the student, their parents/caregivers and the College and a copy of the student's SET Plan is retained by the College as an official record.

Responsibilities in the SET plan process

Responsibilities of Students

- Engage in Access Program and complete selection surveys authentically
- Have conversations about their preferred future pathway with teachers and parents
- Research courses and careers of interest to them
- Reflect on their current interests and aptitude
- Set SMART career goals

Responsibilities of Parents and Caregivers

- Attend Parent Information Evenings
- Participate in child's SET Plan development
- Engage with communication from the College surrounding SET P process

Responsibilities of Teachers

- Engage in Access Program.
- Provide pastoral care to students in their access class around career goals and subject selection
- Ask questions to clarify knowledge and understanding of process

- Check students' subject selection and SET Plan against eligibility letters

Responsibilities of Management

- Provide SET Plan resources and training to parties involved
- Build timetable based on students' subject selections
- Create documentation for SET Planning
- Communicate with College community regarding process and timelines
- Update Year 11 Curriculum Handbook for student and parent/ caregiver reference

Timeline of SET planning process

Timeline	Process	Details
Term 1		
Week 5	Year 10 Information Session	SS LOL to inform students of career-related events for the year.
Week 10	Parent Information Evening	Outline SET P process, Queensland Certificate of Education, ATAR and what Senior Secondary at Murrumba SSC looks like.
Term 2		
Throughout term	Mini Mock Lessons	Students engage in mock lessons to gain exposure to the type of learning occurring in various subjects in Senior Secondary. Classes chosen based on student's Term 1 academic results and subsequent survey.
Throughout term	Access Lessons	Students will participate in career-related lessons encouraging them to think about and research their future pathway.
Week 6	Careers EXPO	A variety of tertiary and training organisations will come to the College to speak with students about their future pathways and study options.
Week 8	Work Experience week	Students elect to participate in Work Experience with a local business or the College's alternate program.
Week 10	Parent Information Evening	Recap QCE and ATAR. Outline SETP process, support, subject selections and what Senior Secondary looks like at Murrumba SSC.
Term 3		
Weeks 1-4	SET Plan Access lessons	Students will undertake lessons specifically focussed on them developing their SET Plan. Access to laptops provided.
Week 3	Subject Selection Evening	General presentation for parents and the opportunity to speak with Faculty LOLs and teachers regarding subject specific questions.
Week 5	SET Plan Interviews	Students attend a 30 minute interview with their parent/caregiver and a member of College staff to discuss their SET Plan.
Weeks 6 – 10	Timetable	Timetable built based on subject selections as part of SET P process.

Differentiation and ICPs

All students are entitled to all eight learning areas of the Australian Curriculum in Prep to Year 10 without exception. Students are taught, assessed and reported against the relevant learning area and/or subject achievement standards of the Australian Curriculum.

For the small percentage of students who are not yet meeting or who are exceeding the achievement standard for their year level, an ICP may be required. This will enable them to access either a higher or lower year level curriculum than their age cohort so they can continue to progress in their learning.

An ICP may be needed for students:

- With a disability
- With learning difficulties
- Who are gifted and talented

Schools must determine, for individual students, which learning areas and/or subjects are required for the ICP. At Murrumba State Secondary College, subjects where ICPs are applied include English, Mathematics, Science and Humanities. The College ensures that these students are able to access, participate and achieve in all other learning areas and/or subjects not covered by an ICP.

The ICP records curriculum decisions, learning expectations, teaching strategies, evidence and parent endorsement. An ICP must cover all of the achievement standards for the learning areas and/or subjects selected. At the end of each semester, the College reviews each ICP using the latest assessment and reporting data to determine the student's learning needs for the next reporting period.

Roles and Responsibilities

Case Manager

- Identify which year level achievement standard of the Australian Curriculum the student can demonstrate in the selected learning area. Factors considered include:
 - o Academic results
 - o Diagnostic testing
 - o Teacher anecdotal notes
- Select the appropriate year level curriculum to be taught. Case Managers make an informed decision about the most appropriate year level in consultation with parents and/or caregivers and teachers
- Assist teachers to identify the aspects of the curriculum the student will be taught in the next reporting period
- Assist teachers to identify suitable resources to assist with curriculum delivery
- Input the ICP information into OneSchool and upload any relevant evidence to support the decision
- Determine the method of collecting the folio of evidence that demonstrates student progress towards the identified achievement standard of the Australian Curriculum
- Endorse the ICP with parents and/or caregivers
- Provide opportunities for students to engage in focussed and intensive teaching.

Teacher

- Using the achievement standard for the nominated year level, identify the aspects of the curriculum the student will be taught in the next reporting period in consultation with Case Manager
- Identify suitable resources to assist with curriculum delivery

- Plan to teach the selected curriculum in an age appropriate context
- Ensure students are engaged in learning experiences that are aligned to their year level peers wherever possible
- Align assessment and reporting to the achievement standard of the year level curriculum taught
- Collect and maintain a folio of evidence that demonstrates student progress towards the identified achievement standard of the Australian Curriculum
- Maintain regular contact with Case Manager and parents and/or caregivers on progress.

Teacher Aide

- Liaise with teacher directly around supporting identified students
- Support access to classroom learning experiences by engaging in focussed and intensive teaching with identified students
- Assist in the collection of student work samples for the folio of evidence
- Report to teacher and Case Manager concerns relating to teaching and learning

Parent

- Consult with Case Managers and teachers in the formulation of an ICP
- Support their child in the satisfactory completion of school work
- Report any issues or concerns regarding curriculum access directly to Case Manager or teacher
- Endorse ICPs in consultation with Case Manager when necessary.

Student

- Engage in learning experiences during class time, demonstrating high standards of effort and behaviour
- Ask for help when needed during learning experiences
- Share academic concerns with Case Manager and teachers when necessary
- Engage with additional human resource support when in classrooms when available, such as Quality Learning Coaches and teacher aides
- Embrace the College Vision and Values at all times

Assessment

Murrumba has made a commitment to the vertical alignment of Assessment tasks. The intent of this is to build familiarity and progressively develop cognitive ability as students move from year 7 through to year 12. Vertical alignment is demonstrated where students complete similar genres of assessment throughout the year levels that the learning area is taught. Some examples of vertical alignment are shown below. In all year levels teachers use a combination of Formative assessment which is used to provide feedback to students and to inform the teacher of learning required specific to students

Assessment Alignment – English

	English Literature				English				Essential English
Year 12	Examination Analytical written Response	Extended Response Imaginative Spoken Word/multimodal	Extended Response Imaginative Written Response	Examination Analytical Written Response	Extended Response Written Response for Public Audience	Extended Response Persuasive Spoken Word	Examination Imaginative Written Response	External Examination Analytical written Response	Combination of written and spoken pieces creating and responding to texts
Year 11	Examination Analytical written Response	Extended Response Imaginative Spoken Word/multimodal	Extended Response Imaginative Written Response	Examination Analytical Written Response	Extended Response Written Response for Public Audience	Extended Response Persuasive Spoken Word	Examination Imaginative Written Response	External Examination Analytical written Response	

	Junior English				
Year 10	Extended Response Imaginative Written Response	Extended Response Written Response for Public Audience	Extended Response Imaginative Spoken Word/multimodal	Examination Analytical written Response	Extended Response Persuasive Spoken Word
Year 09	Extended Response Persuasive Spoken Word	Examination Analytical written Response	Extended Response Imaginative Written Response	Extended Response Written Response for Public Audience	Extended Response Imaginative Spoken Word/multimodal
Year 08	Extended Response Persuasive Spoken Word	Examination Analytical written Response	Extended Response Written Response for Public Audience	Extended Response Imaginative Spoken Word/multimodal	Extended Response Imaginative Written Response
Year 07	Extended Response Imaginative Spoken Word/multimodal	Extended Response Imaginative Written Response	Extended Response Written Response for Public Audience	Extended Response Persuasive Spoken Word	Examination Analytical written Response

Assessment Alignment – Health and Physical Education

	Health				Physical Education				Fitness/Rec
Year 12	Investigation Action Research	Examination Extended Response	Investigation Analytical Exposition	External Examination	Project – Folio Movement	Investigation Report (ethics)	Project Folio Fitness	External Exam Combination Response	Certificate courses – competencies recorded
Year 11	Investigation Action Research	Examination Extended response	Investigation Analytical Exposition	Examination Extended Response	Project – Folio	Examination – combination response	Project Folio	Investigation report	

	HPE Extension				HPE (core)			
Year 10	Examination Combination Response Training principles	Project Folio Movement (Biomechanics of Golf)	Investigation Action Research or Analytical Exposition Relationships or Body Image	Examination Extended Response (see Q) Community interventions to improve physical activity levels	Short course in HE 2019 Seen exam essay (Ottawa Charter)	Short course in PE 2019 Assignment (Motor Learning theory)	Short course in certificate courses * Assessment yet to be determined	
Year 09	Exercise Physiology Exam	Skill acquisition Assignment			Sexuality Examination	Fitness Assignment		

	HPE			
Year 08	First Aid Exam	Adolescent drug use Assignment	Anatomy Exam	Health benefits of PA Assignment
Year 07	Personal Identity Assignment	Bullying Assignment	Mental health & wellbeing Brochure development	

Reporting

Reporting at Murrumba State Secondary College occurs quarterly. Teachers are required to examine the students' folios of summative assessment to make judgements against reporting and achievement standards.

Achievement grades are issued "year to date" which means at each reporting juncture all of the work that the student has produced in that calendar year is used to inform the teachers' judgments.

For Term 1 and Term 3 reports, teachers provide ratings Achievement Levels, Effort, Behaviour and Homework

In Term 2 and end of year reports, comments are used in addition to the ratings for Achievement, Effort, Behaviour and Homework. Parents should also examine the report card to see if the teacher has requested an interview or not. If the teacher has requested an interview, it is advised that parents/caregivers attend a parent – teacher interview in the first few weeks of terms 2, 3 and 4.

Achievement Ratings		Effort and Behaviour ratings	
A	The student has produced work that shows a very high standard of understanding and cognitive ability	E X	Excellent
B	The student has produced work that shows a high standard of understanding and cognitive ability	V G	Very Good
C	The student has met the set achievement standard for their year level satisfactorily	S	Satisfactory
D	The student has limited success in meeting the achievement standard	N A	Needs Attention
E	The student has had very limited success academically	U	Unacceptable

Teachers complete report cards once summative assessment for the term is complete and reports are sent out via Compass usually on the last day of the term.