



# Boyne Island State School

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## END OF SEMESTER REPORTING

### *Information for Parents and Carers*

#### **PURPOSE OF REPORTING**

Reporting is the process of communicating information and judgements to students, parents and carers about students' performance, growth and demonstrations of learning outcomes. This process provides timely and accurate information to support student learning. Our system of reporting is reflective of your child/ren's current achievement levels within the identified classroom learning contexts across Semester One. A statewide standardised Report Card is in operation to promote consistency in reporting across all Queensland Schools.

#### **KEY LEARNING AREAS (KLAS)**

Queensland's curriculum, and that of most Australian States and Territories is organised around eight key learning areas, previously referred to as subject areas. The key learning areas are English, Mathematics, Studies of Society and the Environment (SOSE), Science, Health and Physical Education (HPE), Technology, The Arts and Languages other than English (LOTE). Information and Communication Technologies (ICTs) involve the integrated use of computer technologies across each of the eight key learning areas. The very latest curriculum developments include the Essential Learnings, which identify what should be taught and what is important for students to have opportunities to know, understand and be able to do by the end of each juncture of learning.

Our Preparatory Year Teachers plan and deliver classroom curriculum offerings using the Early Years Curriculum Guidelines. The Preparatory Year provides a firm foundation for formal schooling. Children develop their independence and social skills, physical skills, oral language, literacy and numeracy understandings, creativity and curiosity about the world.

#### **CORE LEARNING OUTCOMES**

Core Learning Outcomes are statements that outline what students need to know and do in terms of specific knowledges, processes, skills and attitudes from each of the eight key learning areas and directly inform classroom curriculum offerings delivered through integrated units of work.

#### **INTEGRATED UNITS OF WORK**

A unit of work comprises planned learning experiences based on identified core learning outcomes across each of the eight key learning areas. A unit also identifies and states specific teaching and assessment strategies together with content that will be employed throughout the unit. This report is an indication of **your** child's achievement and effort in relation to the unit/s taught throughout this semester.

## **STRANDS**

A strand is an organiser within a key learning area that groups related understanding and processes contained in core learning outcomes together. Some key learning areas may have more strands than others. This Semester's Report Card reports your child/ren's progress and achievement in a number of specific strands in the Key Learning Areas of The Arts and Health and Physical Education, including Dance, Visual Arts, Music, Health, Physical Activity and Personal Development.

## **LEVELS**

Core Learning Outcomes range in complexity from Foundation Level to Level Six. At Boyne Island State School, curriculum offerings are planned for Years One to Seven based on core learning outcomes from Level One to Level Four across each of the eight key learning areas. The very nature of an outcomes approach to teaching and learning enables students to learn and be supported at their individual developmental level and pace. Progress through the levels should typically mirror the following table, although some students may require more or less time to acquire skills or concepts. Information regarding the achievement of our Preparatory Year Students is collected from the Early Years Curriculum across the areas of social and personal learning, health and physical learning, language learning and communication, early mathematical understandings and active learning processes. These areas have close alignment to the Key Learning Areas, promoting later success in schooling.

**Please Note** - Foundation Level is usually reserved for students with special needs.

## **ASSESSMENT TASKS**

Assessment tasks are developed and implemented to determine the level of student knowledge and their ability to apply skills to new contexts. Assessment tasks are generally conducted towards the end of a unit however some units may have several assessment tasks.

## **MODIFIED REPORTS**

Students with appraised learning needs delivered through an Individual Support Plan (ISP) will receive a modified report outlining key modifications made to the classroom program and individual learning outcomes achieved as a result.

## **YEAR TWO DIAGNOSTIC NET REPORT**

This is a Queensland wide report that outlines each Year 1, 2 and 3 students' literacy and numeracy development, tracked using a learning continuum broken into specific phases. Additional support may be provided to individual students following the Validation Process. Year Two students receive this report at the end of Semester One with Years Two, and Threes receiving their reports at the end of Semester Two. A detailed explanation of each phase across reading, writing and number is included with all Year 1, 2 and 3 Report Cards.

## **INDIVIDUAL ACHIEVEMENT STANDARDS**

Standards have been developed as a tool to report on individual student achievement. The following standards are used to report on each achievement for each Key Learning Area (KLA). Your child/ren's overall achievement in each key learning area studied over the reporting period is reported by ratings ranging from Very High (A) to Requires Support (E). For students in Years One to Three, the standard is referred to in its entirety. For Students in Years Four to Seven, an A, B, C, D or E is used.

### **ACHIEVEMENT STANDARDS**

- A Very High** - consistently demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.
- B High** - demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.
- C Sound** - demonstrates a sound level of knowledge, skills and understanding and is able to apply them in some contexts.
- D Developing** - is developing knowledge, skills and understanding and is able to apply them, with support, in some contexts.
- E Requires Support** - requires significant support to develop knowledge, skills and understanding.
- N** - Insufficient evidence to make a judgment.

### **EFFORT AND BEHAVIOUR STANDARDS**

It is equally important to also recognise effort across each of the eight key learning areas. Your child's work effort and behaviour are also reported by ratings ranging from A to E.

- A Excellent** - consistently demonstrates a very high level of positive behaviour
- B Very good** - demonstrates a high level of positive behaviour
- C Satisfactory** - usually demonstrates positive behaviour
- D Needs attention** - is yet to demonstrate consistent positive behaviour
- E Unacceptable** - rarely demonstrates positive behaviour

### **YEARS 3, 5 AND 7 LITERACY AND NUMERACY TESTS**

When your child is in Years 3, 5 or 7, you will receive an additional report describing your child's performance on Queensland Literacy and Numeracy Tests. It will provide information on how your child performed compared to the national benchmarks in reading, writing, and numeracy and to other students in the state. These tests are now held in May, and individual student reports and schoolwide data are expected to be issued mid Term Three.

### **DISTRIBUTION OF ACHIEVEMENT CODES**

Upon request the school will provide you with written information that clearly shows your child's achievement in the learning areas studied in comparison to that of other children in the child's peer group at the school. This information will show you the number of students in each of the achievement ratings Very High to Requires Support.

### **PREPARATORY YEAR INTERIM REPORT**

In 2008, our Preparatory Year Students will receive a 'picture' style report, initiated by the school to share learning milestones, knowledge and skills acquired with students and their parents/carers. We believe it is important to document every child's individual learning journey and trust this will provide a greater insight into their first six months of schooling at Boyne Island State School.

### **STUDENTS WITH LEARNING DIFFICULTIES**

For students with learning difficulties, their achievement will be reported against their age cohort. If required, appropriate adjustments and support to enable students to access and complete assessment tasks will be provided.

### **UNEXPLAINED ABSENCES**

All schools must record all student absences. If a student is absent and the school does not receive an explanation for the absence from the student's parent/caregiver, it is recorded as an unexplained absence. The total unexplained absences on your child/ren's report may include whole days and half days of unexplained absence from the school. For more details about when your child has been absent without explanation, please contact the school.

### **EXTRA CURRICULAR ACTIVITIES**

This section details extra activities that your child/ren may have undertaken that enhance their learning that may have been undertaken within and outside school hours. Examples may include School Choirs, Instrumental Music Programs, sporting representation and student leadership positions/programs.

### **FACE TO FACE REPORTING**

At Boyne Island State School, face to face reporting occurs at the end of Term One. Face to Face reporting provides an opportunity for parents and caregivers to meet with all classroom teachers to discuss student achievement, progress and performance. This occasion also allows parents, carers and teachers to communicate any concerns that may exist and work together to develop strategies to better support students. From the beginning of 2006, all schools must offer parent teacher interviews every semester. Parents can decline an interview if their needs are met in another way.

### **SEMESTER ENTITLEMENT**

This refers to the number of semesters your child/ren have remaining in their schooling with Education Queensland.

### **STUDENTS WITH DIABILITIES**

Where a student is able to access all aspects of a learning area, the student's achievement will be reported comparing his/her achievements with those of their **age cohort** at the school using the standard reporting format. Where a student is unable to access all aspects of a Key Learning Area (e.g. the physical education aspects of the Health and Physical Education learning area the optional reporting format will be used to describe achievement against the student's **individual** learning goals for that learning area. Students with disabilities might receive a report with a standard report section, showing achievement compared with students in his/her age cohort on the learning areas or aspects of these that they are able to access, and an optional report section showing achievement for those learning areas that are linked to their individual goals.



For further information, visit the following website  
[http://education.qld.gov.au/strategic/accountability/performance/faq\\_parents.html#5](http://education.qld.gov.au/strategic/accountability/performance/faq_parents.html#5)