

Reports provide valuable and objective information to parents about their child's progress and his application in his studies. The purpose of this document is to provide guidance to parents, carers and students to understand the information on the report.

## Pastoral Care Attributes

The indicators provided by the Form Teacher give an indication of the personal attributes that contribute to the wellbeing of each student and their preparedness for learning each day. These indicators are:

- Contributes positively in Form
- Makes appropriate use of the College diary
- Is well prepared for Form Room
- Is polite and well-mannered
- Interacts respectfully with staff and peers
- Is punctual to Form Room
- Wears the College uniform as expected

## Learning: Year 7 -10

For some courses, students are streamed into courses based on ability in those learning areas. Streamed courses are indicated by the words "Modified", "Essentials", "Standard" or "Extended" in the course name. To provide a better indication of achievement, we report on a course-specific **Academic Progress** indicator in the Term One Interim Report.

In the Semester Report, all students are graded on an A-E scaled based on expected achievement for the whole year-level regardless of stream. For streamed courses, both the Western Australian Curriculum Grade and the Academic Progress indicator are provided to provide a richer depiction of student achievement.

The table below shows the difference between **Academic Progress** indicators and the Western Australian **Curriculum Grade**

Academic Progress		Western Australian Curriculum Grade	
<b>Excellent</b>	Making <b>excellent</b> progress in terms of the course and stream.	<b>A</b>	<b>Excellent</b> achievement of what is expected for this year level.
<b>High</b>	Making <b>a high level of</b> progress in terms of the course and stream.	<b>B</b>	<b>High</b> achievement of what is expected for this year level.
<b>Satisfactory</b>	Making <b>satisfactory</b> progress in terms of the course and stream.	<b>C</b>	<b>Satisfactory</b> achievement of what is expected for this year level.
<b>Marginal</b>	Making <b>marginal</b> progress in terms of the course and stream.	<b>D</b>	<b>Limited</b> achievement of what is expected for this year level.
<b>Limited</b>	Making <b>limited</b> progress in terms of the course and stream.	<b>E</b>	<b>Very low</b> achievement of what is expected for this year level.

## Learning: Year 11-12

In Years 11-12, reporting student achievement considers the three course types that students might be enrolled in. These are:

SCSA Endorsed Courses	VET Courses	Curtin UniReady
ATAR or General courses are graded on an A-E scale for what is expected for the course. Grade descriptors can be found in the syllabus documents for each course on SEQTA and on the <a href="#">SCSA website</a> .	VET Certificates are competency-based, which means that achievement is reported in terms of meeting competencies requirements for the course. All competencies must be met and complete to achieve the certificate.	Curtin UniReady is graded on a tertiary education scale: <ul style="list-style-type: none"><li>• High Distinction</li><li>• Distinction</li><li>• Credit</li><li>• Pass Fail</li></ul>

## How marks are calculated in SCSA courses

In SCSA courses, assessments are set based on Assessment Types that are prescribed in the syllabus with the weightings for these tasks also being prescribed. Some assessment types are weighted more heavily than others.

Students are provided updates on their mark progress throughout their course and are visible through SEQTA Learn and Engage. It is important to note that the calculated mark throughout the year, including in Interim and Semester reports reflects the weighting of the task types for the course.

## Learning Attributes

Each report also has teacher feedback on five **Learning Attributes**:

- Behaviour
- Engagement
- Skills
- Understanding
- Homework

These learning attributes are collective metrics for the effective learning for our students. For parents, the conversation around their sons' achievements can be centred around these learning attributes.

The table on the following pages provides a description of the kinds of attributes required for various levels of achievement used to report on these Performance Indicators.

## Learning Attribute Descriptors for Reports

	Behaviour	Engagement
Excellent	<ul style="list-style-type: none"> <li>Consistently upholds and promotes the core values of the College</li> <li>Consistently respectful towards others</li> <li>Consistently respectful towards personal and College property</li> <li>Consistently models courtesy and politeness to peers</li> </ul>	<ul style="list-style-type: none"> <li>Consistently seeks opportunities to contribute in a range of learning contexts</li> <li>Consistently produces a standard and quantity of work reflective of ability</li> <li>Consistently maintains focus and perseverance</li> <li>Consistently asks relevant questions and seeks to improve</li> <li>Consistently works efficiently and is self-disciplined</li> </ul>
Commendable	<ul style="list-style-type: none"> <li>Frequently upholds and promotes the core values of the College</li> <li>Frequently respectful towards others</li> <li>Frequently respectful towards personal and College property</li> <li>Frequently models courtesy and politeness to peers</li> </ul>	<ul style="list-style-type: none"> <li>Frequently seeks opportunities to contribute in a range of learning contexts and acts upon advice</li> <li>Frequently produces a standard and quantity of work reflective of ability</li> <li>Frequently maintains focus on set tasks and perseveres</li> <li>Frequently asks relevant questions and seeks to improve</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>Generally upholds and promotes the core values of the College</li> <li>Generally respectful towards others</li> <li>Generally respectful towards personal and College property</li> <li>Generally models courtesy and politeness to peers</li> </ul>	<ul style="list-style-type: none"> <li>Generally seeks opportunities to contribute in a range of learning contexts</li> <li>Generally produces a standard and quantity of work reflective of ability</li> <li>Generally maintains focus on set tasks</li> <li>Generally asks relevant questions and seeks to improve</li> <li>Completes tasks to minimum acceptable standard</li> </ul>
Marginal	<ul style="list-style-type: none"> <li>Occasionally requires guidance on the core values of the College</li> <li>Occasionally requires discipline to remain courteous and polite</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally contributes in some learning contexts</li> <li>Occasionally produces a standard and quantity of work reflective of ability</li> <li>Observed to be unfocused on set tasks</li> <li>Occasionally asks relevant questions</li> </ul>
Unsatisfactory	<ul style="list-style-type: none"> <li>Frequently requires guidance on the core values of the College</li> <li>Frequently requires discipline to remain courteous and polite</li> </ul>	<ul style="list-style-type: none"> <li>Frequently requires direction to contribute in learning contexts</li> <li>Frequently produces standard and quantity of work below ability</li> <li>Frequently unfocused on set tasks</li> <li>Unwilling to participate in set activities in a collaborative manner</li> </ul>

## Learning Attribute Descriptors for Reports (Continued)

	Skills	Understanding	Homework
<b>Excellent</b>	<ul style="list-style-type: none"> <li>Consistently demonstrates skills to perform a task with a high degree of mastery, fluency and precision</li> <li>Consistently uses subject area specific language in an effective manner</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge in new contexts with discernment</li> <li>Makes connections across content to improve the result or outcome</li> <li>Discriminates between strategies to solve problems with sophistication</li> <li>Communicates knowledge with logic, reason and insight</li> </ul>	<ul style="list-style-type: none"> <li>Consistently completes all homework independently and to the best of ability</li> <li>Consistently checks work and makes changes when necessary</li> <li>Consistently seeks advice with problems relating to homework</li> </ul>
<b>Commendable</b>	<ul style="list-style-type: none"> <li>Frequently demonstrates skills to perform a task with proficiency and accuracy</li> <li>Frequently uses subject area specific language</li> </ul>	<ul style="list-style-type: none"> <li>Frequently applies knowledge in new contexts</li> <li>Frequently makes connections across content to correctly answer a high order question</li> <li>Frequently chooses appropriate methods to solve problems successfully</li> <li>Communicates clearly and effectively to demonstrate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Frequently completes all homework independently to a high standard</li> <li>Frequently seeks advice with problems relating to homework</li> <li>Consistently submits homework on time</li> </ul>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Generally demonstrates at least the minimum acceptable degree of mastery, fluency and precision when completing tasks</li> <li>Generally uses subject area specific language correctly</li> </ul>	<ul style="list-style-type: none"> <li>Generally comprehends and uses knowledge in a familiar context</li> <li>Generally interprets answers and results correctly</li> <li>Generally communicates sufficiently to demonstrate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Generally completes all homework independently and to a satisfactory standard</li> <li>Seeks advice with problems relating to homework</li> <li>Generally submits homework on time</li> </ul>
<b>Marginal</b>	<ul style="list-style-type: none"> <li>Occasionally demonstrates skills to perform a task to the minimum acceptable degree of mastery, fluency and precision</li> <li>Demonstrates skill development at a level that inhibits accuracy or progress</li> <li>Relies on repeated demonstrations to progress</li> <li>Occasionally uses subject area specific language</li> </ul>	<ul style="list-style-type: none"> <li>Below expected knowledge of content resulting in difficulty in articulating understandings</li> <li>Often repeats mistakes or misunderstandings without questioning or reasoning</li> <li>Limited idea of whether answer is correct or what answer means</li> <li>Relies on repeated explanations to progress</li> </ul>	<ul style="list-style-type: none"> <li>Completes some homework independently and to the best of ability</li> <li>Does not seek advice with problems relating to homework</li> </ul>
<b>Unsatisfactory</b>	<ul style="list-style-type: none"> <li>Frequently demonstrates a level of skills resulting in an inability to engage with the curriculum</li> <li>Level of skills result in an inability to perform tasks to an acceptable level</li> <li>Frequently demonstrates limited progress despite repeated demonstrations</li> <li>Rarely uses subject area specific language</li> </ul>	<ul style="list-style-type: none"> <li>Frequently demonstrates misconception of concepts</li> <li>Frequently demonstrate limited understanding of correct answers and their meaning</li> <li>Limited progress despite repeated explanations</li> <li>Frequently repeats mistakes or misunderstandings without questioning or reasoning</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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