

# Reporting Processes at Chevalier College

Chevalier College has a comprehensive reporting system to ensure that parents and students are formally notified of each student’s progress and achievement at least twice a year. Our fundamental goal in providing these reports is to improve student learning.

Reports are now distributed electronically, using the College’s on-line portal. This is a secure system that allows parents to view a portfolio of information about each student, including timetable, homework, events, calendar and all past reports since 2015. We are conscious that not everybody has access to the internet reliably and easily and, as a consequence, hard copies of reports are made available on request for each reporting period.

## Timing of Reports

In **Year 7 through to Year 10**, parents/caregivers and students should receive a full academic report in each semester; and an interim report at Easter.

**Year 11** parents/caregivers and students should receive two full academic reports, one at the mid-course point in May; and one at the end of the Preliminary Course in October.

**Year 12** students will receive two reports: a Mid-Course Report at Easter; and an End-of-Course Report in September, usually just before they graduate.

## Interim Reports

The interim report is intended to give parents a subjective snapshot of the student’s progress after two months of the school year.

The report contains the teacher’s evaluation of the student’s progress and application. This is not related to formal assessment tasks as, in many cases, the major assessment for Term 1 may not have been completed. Teachers may look holistically at classwork and data from academic testing in making their evaluation. Work ethic, homework completion and engagement are also considered.

The scale of grades used is different from that on Semester reports. It is designed to give a quick overview of progress to date based on the teacher’s observations. An E grade does not indicate that the student will receive an A in the Semester report.

**Chevalier College**  
RESULTS IN TIME  
STRONG IN FAITH

**Interim Academic Report**

Student: Sample Student      Reporting Period: Term One  
Year Group: Year 10      Home Room:  
Student Number:      Home Room Teacher:

Course	Class	Teacher	Progress	Application	Interview
YEAR 10 HISTORY	10HIS05	Mr S. Holmes	E	E	N
YEAR 10 RELIGION (CATHOLIC STUDIES)	10RLG05	Mr J. McKinnon	G	G	N
YEAR 10 MATHEMATICS STAGE 5.3	10MTA01	Mr T. Schymitzek	E	E	N
YEAR 10 COMMERCE	10CMR01	Ms K. Molloy	G	G	N
YEAR 10 ENGLISH	10ENG05	Mr R. Graham	E	E	N
YEAR 10 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	10PDH05	Ms H. Bergland	G	G	N
YEAR 10 GEOGRAPHY	10GEO05	Mr D. Virtue	G	G	N
YEAR 10 PHYSICAL ACTIVITY AND SPORTS STUDIES	10PAS02	Mr G. Hawke	G	G	N
YEAR 10 SCIENCE	10SCI02	Mrs K. Delaney	E	E	N

**Categories:**  
E = Excellent, G = Good, S = Satisfactory, P = Poor  
Where a student receives "N" in the interview column, the teacher has requested that the parent arrange a meeting at the next Parent/Student/Teacher evening, or at another convenient time.

*This is an Interim Report only. A more detailed document will be available at the end of the Semester. If an interview has been requested, or you wish to discuss this report in greater detail, please arrange an appointment with the relevant teachers.*

PRINCIPAL:   
Date: 13/04/2017

## Interim Report Scale

E = Excellent  
G = Good  
S = Satisfactory  
P = Poor

Where a student receives "Y" in the interview column, the teacher has requested that the parent arrange a meeting at the next Parent/Student/Teacher evening, or at another convenient time by appointment. This can be done by contacting the college during office hours.

## The Semester Report Format

The first page is the cover page. The second page contains a detailed explanation of the report:

### Explanation of Report

#### Homeroom Report

Whole Days Absent	The total number of full day absences within the specified attendance period.
Whole Days Unexplained	The total number of full day absences that have not been explain by a parent or
Partial Days Absent	The total number of partial absences where the student has either arrived late or
Partial Days Unexplained	The total number of partial day absences that have not been explained by a parent or caregiver.

#### Course Reports

##### Junior reports

Reports are issued each semester. Each course report includes a performance grade based on the Common Performance Descriptors for the Record of School Achievement. This is based on the teacher's judgment of achievement in class assessments. A measure of achievement against key outcomes and a student evaluation are included. A brief, standardised comment is provided. Specific of the Course Performance Descriptors is available in the Student Handbook.

The Common Grade Scale describes performance at each of five grade levels.

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

##### Senior reports

Reports are issued at the end of the Preliminary Course, at the end of Term 1, Year 12; and at the student's Graduation in September, Year 12.

Each course report includes a performance grade based on the Common Performance Descriptors for the Record of School Achievement, a measure of achievement against key outcomes and a student evaluation. A brief comment is provided. The report also includes results from formal assessment tasks completed to the date of the report and the student's current assessment rank.

VET reports are provided directly by the Registered Training Organisation.

## Senior Report (Years 11 and 12)

The new reports focus on outcomes defined by the Board of Studies. The student receives an appraisal of progress against course outcomes. In some semesters, not all outcomes are addressed, which will be indicated on the report.



Burford House, Year 11, Yr 11 - Preliminary Course, 2015

Overall Achievement	Assessment Task 1	Assessment Task 2	Assessment Task 3	Preliminary Course Final Examination	Current Rank in Course
A	Mark: 90% Avg: 81%	Mark: 98% Avg: 86%	Mark: 94% Avg: 75%	Mark: 88% Avg: 65%	1 / 20

**The student has demonstrated the following level of proficiency in these outcomes:**

	Not Assessed	Developing	Meet Expectations	Highly Developed
Develops acting skills in order to adopt and sustain a variety of characters and roles				✓
Explores ideas and situations, expressing them imaginatively in dramatic form				✓
Demonstrates performance skills appropriate to a variety of styles and media				✓
Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively				✓
Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance				✓
Demonstrates directorial and acting skills to communicate meaning through dramatic action				✓
Understands the dynamics of actor-audience relationship				✓
Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers				✓
Demonstrates directorial and acting skills to communicate meaning through dramatic action				✓
Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces				✓

**Learning Profile**

Demonstrates persistence and works towards excellence	Consistently
Is well organised and comes prepared for lessons	Consistently
Is self-motivated	Consistently
Works cooperatively with others	Consistently
Contributes positively to the classroom environment	Consistently
Manages time effectively	Consistently

Grades are A—E indications of levels of performance against defined standards. For reports, these standards are defined by each faculty for each course and semester. For the Record of School Achievement (RoSA), the standards are defined by the Board of Studies. Grading must be carried out once a Semester, for reporting, and at the end of Year 10 and Year 11 for the Board of Studies in order to provide data for the RoSA. The grade is based on data collected through formal and informal assessment. There are no quotas for the awarding of grades.

However, it is important for parents to note that a **C** grade is defined as ‘sound’ and is the most commonly awarded grade. An **A** is only awarded for exceptional achievement and, while more common in elective courses where students may have an aptitude for the course, will generally represent between 10% and 20% of students.

The Learning Profile presents the teacher’s evaluation of your child’s characteristics as a student. Most courses will use the following headings for this section:

- Demonstrates persistence and works towards excellence
- Is well organised and comes prepared for lessons
- Is self-motivated
- Works cooperatively with others
- Contributes positively to the classroom environment
- Manages time effectively

We report a Grade, which is determined according to the standards defined in the Student Handbook, and related to the grades for the Record of School Achievement. These reflect all the student’s work across the semester. There is an indication of the number of grades awarded in each category, to assist you in evaluating your child’s relative performance.

## Junior Report

In Year 7 to Year 10, the record of assessment tasks is replaced by a table indicating the number of grades awarded at each level

Overall Achievement	Number of students awarded each achievement.					Total in group: 171
C	A	B	C	D	E	
	34	65	62	10	0	

In Stage 5, formal assessment is used to produce the grade, with informal assessment used to inform the professional judgement of the teacher where there is a lack of assessment data or some ambiguity. In any case, the process of allocating an appropriate grade is overseen by the Leader of Learning, who advises teachers as to the most appropriate grade based on assessment and classwork. This is modified where appropriate on the advice of the teacher.

## Pastoral Report

The college provides a Home Room Teacher’s Comment to encompass the important pastoral and co-curricular elements in the life of each student. The Attendance section is of great importance and we encourage you to verify that this information is correct.

Absences are recorded on these reports – on the first report, record absences for that part of the year. On the second report, record absences for the whole year up to the cut-off date. At Chevalier, we follow advice from the NSW Educational Standards Authority that 85% attendance should be regarded as the minimum for satisfactorily completing a course. While this applies more to senior students, we think it is a good benchmark if students are to succeed in all years. Schools and families have legal obligations to ensure that students attend school and can access appropriate educational experiences. Absence can have a significant impact on students’ future prospects and prevent them from fully participating in the social, spiritual and co-curricular life of the school.

We realise that there are many reasons why students cannot attend school, including illness, accident and family circumstances. Where students must be away from school, we are able to assist the student by encouraging regular contact with teachers and effective use of our Canvas Learning Management System, and by ensuring that students complete assessment tasks. Such strategies ensure that, even when absent, the student still meets the course completion criteria.

Where families anticipate a prolonged absence from school, it is important that contact is made with the college, particularly if the absence is due to a planned holiday. Parents are required under NSW law to notify the Principal under such circumstances and students will be asked to make arrangements to remain current with assessment tasks and school work. Significant absences may also impact on a student's eligibility for the award of the Record of School Achievement (RoSA) or the HSC. **ALL** leave, including approved leave, medical leave, sick leave and unexplained absences, is taken into consideration when calculating our 85% attendance rates.