Reporting to Parents

Taskforce

Report

to the

Minister for Education

Hon David Bartlett MHA

30 November 2006
PREFACE

School reports are an essential element in the partnership between teachers, schools and parents on which Tasmanian education depends. As in any partnership the responsibility is shared. The education of every child is helped immeasurably when parents take an active interest. It was the expression of this interest that led the Minister to set up the Taskforce.

Parents believe the partnership with schools and teachers cannot work if the reporting element fails. They are right in this, and they are also right to insist that reports cannot fulfil their essential task if they are written in ways that parents cannot understand. Parents are entitled to expect useful information and guidance from school reports: there is no way to provide this except in plain and familiar language.

The Taskforce decided that in school reports parents seek answers to three main questions.

1. **How is my child going?**
   a. Does she have the right attitude? Is he trying hard enough? Is her behaviour a matter for concern?
   b. In ‘subject’ areas.
   c. What are his strengths and weaknesses?

2. **Is everything OK or should I be concerned?**
   a. How is she going compared to others of her age?
   b. Is he doing his best? (Are there any destructive influences?)

3. **How can my child learn better?**
   a. What will the school do?
   b. How can I help?
   c. What can my child do?

The two things that parents value most in reporting are interaction with teachers and a mark that gives a fair and accurate assessment of their children’s progress. Conversations with responsive teachers are critical.

The Taskforce recognised that good reporting is sometimes difficult, often burdensome and always time-consuming. A good report must convey complex information and subtle judgements in a few well-chosen words. Taskforce members were very conscious of teachers’ workloads and the extra burden good
reporting brings. They were also aware that in some cases their recommendations are no more than schools are already doing, and they wished to record the appreciation of the effort put in by these teachers and their schools.

However, many parents are dissatisfied with the standard of reporting and believe, with good reason, that the standard of reporting could improve. The Taskforce would encourage all teachers to think about reporting from the perspective of parents, and all schools to encourage this perspective. It is for parents that the reports are written and it is to the parents that they must be addressed. Parents do not deal every day in the technical concepts of education and cannot be presumed able to grasp them. The technical language in which these concepts are (often unnecessarily) expressed is not suitable language for reporting. Whatever educational methods and professional language schools and teachers employ, their responsibility to report to parents in plain, clear-cut language remains unchanged.

It should be added that the Taskforce takes the view that teachers and schools are entitled to expect parents to carefully read and make every effort to understand the reports.

Reporting is now even more complex because it is possible to produce data that was previously unavailable. Should reports include all of this information or only the parts of it deemed to be of interest to parents? The Taskforce took the view that all useful information collected by the Department of Education should be shared with parents. In reaching this view, the Taskforce considered many questions: Why report? How best to report? What should be included and excluded? What do parents need to know? What do parents want to know?

The report is substantially based on the views of the parents on the Taskforce and parents’ focus groups. Previous reports and research were also considered. The focus groups discussed reporting generally and considered samples of possible elements to be included in written reports. Other members of the Taskforce provided advice from the twin perspectives of professional educators and parents.
1. **HOW IS MY CHILD GOING?**

The Taskforce thinks for parents to judge how their child is going they need reports throughout the year. Written reports are an essential part of reporting but they do not provide a full picture of a child’s progress at school. As well as informal talks with teachers, reporting should include formal meetings, meetings involving parents, teacher and child, phone-home programs and portfolios of work.

Ideally, through regular contact with the school, parents should know enough about their child’s progress for there to be nothing in a written report that comes as a total surprise.

**VALUING TEACHERS**

Parents value conversations with teachers. They want to hear from them. Every school needs a simple process that makes this possible throughout the year. Some parents in the focus groups complained that their school’s arrangements for such meetings were too complex. They said they found it hard to get past the front desk.

In written reports parents favour balance between standardised results data and teachers’ comments. They believe written comments are critical to understanding and monitoring the educational progress of their children.

**WRITTEN REPORTS**

Written reports serve a number of purposes.
- They can help to build relationships between parents and school and serve as a focus for discussion.
- They can help parents to chart the progress of their children.
- They should provide useful and accurate information that helps teachers to direct and encourage each child’s educational progress.
- They help parents and teachers alike to make decisions about what each child needs.

Written reports allow parents to judge not only how their child is going, but how well teachers and schools are meeting the needs of their child. Written reports are a means of making schools account for their actions.
The Taskforce concluded that parents want written reports to contain different information at different times of the school year.

**Recommendation 1**

The Taskforce recommends one comprehensive report supported by two short statements a year:

- a very short statement issued 5-8 weeks into the year to let parents know how their child is settling in and alert them to any concerns;
- a mid-year full written report issued by the end of July. This would be a substantial report telling parents what their child has learned and alerting them to any matters that need attention. A mid-year report would allow time for all parties to solve the problems a student may have.
- a summary of the year’s results to be issued at least 10 days before the end of the school year. This timing gives parents the chance to talk to teachers before the end of the school year.

This recommendation is made on the assumption that students study a course for a full year. The Taskforce acknowledges that not all courses are run the same way. For example some courses are studied in blocks at different times during the school year. Where such courses do not match the timing of the recommendation above, schools will need to report to parents at the most appropriate time.

**Consistency of Format of Written Reports**

While recognising that some variation between primary and high schools is inevitable, the Taskforce believes that the format of reports for primary and high schools (Prep to Year 10) should be similar. This will allow parents and their children to get a clear and immediate picture of the educational journey that every child makes.

The Taskforce thinks that Kindergarten children should receive a different report to those in Prep to Year 10.

From 2007, under the State Government’s Guaranteeing Futures initiative, young Tasmanians who have completed Year 10 or have turned 16 must participate in education and training for a further two years, or until they have turned 17 or gained a Certificate III vocational qualification. Most students will be expected to go on to Year 11 and for this reason the Taskforce considers it needless and inappropriate to provide a report that has traditionally signalled the end of school. Instead, the Taskforce believes
that an extra report should be provided for Year 10 students who choose to take up vocational education and training or a job, rather than go on to Year 11. This report should be provided on request only and include the names of teachers as potential referees.

**Recommendation 2**

The Taskforce recommends:

- a common format for reports from Prep to Year 10 with variations appropriate to the differences in the way school work is structured in primary and secondary schools;
- a different format for reports for Kindergarten children;
- a supplementary school-based report for those Year 10 students who take up vocational education and training or jobs rather than go on to Year 11. This report would be provided on request only and would include the names of teachers as potential referees.

Some of those who participated in the focus groups were parents of children with special needs. Some wanted their child to receive the same report as other children and some wanted a reported tailored to their child’s particular circumstances.

**Recommendation 3**

The Taskforce recommends that reports for children with special needs continue to be negotiated on an individual basis as part of each child’s Individual Education Program.

**FORMAL PARENT/TEACHER MEETINGS**

The Taskforce believes that parent/teacher meetings are crucial to parents’ understanding of how their child is going. At least one formal meeting between parents and teachers should be held each year, and it should be based on the mid-year report. This issue is considered in section 3.
1A. **HOW IS MY CHILD GOING? DOES SHE HAVE THE RIGHT ATTITUDE? IS HE TRYING HARD ENOUGH? IS HER BEHAVIOUR A MATTER FOR CONCERN?**

Parents want to know more than just academic results. They want to know about their child at school - what talents and interests are emerging.

The Taskforce believes that the short progress statement written and issued 5-8 weeks after the start of the school year, should concentrate on the attitude, effort and behaviour of the student and should include some general comments from the teacher about how the student is settling in to school life and study. The Taskforce believes that the mid-year report and end-of-year summary statement should concern work habits, in particular attitude, effort and behaviour.

**Recommendation 4**

*The Taskforce recommends that:*

- the short progress statement concentrate on the attitude, effort and behaviour of the student and include some general comments from the teacher about how the student is settling in to school life and study; and
- the mid-year report and end-of-year summary include information on the student’s work habits, and where there is no progress bar also include information on the student’s progress, as per the example below.

### Primary School

<table>
<thead>
<tr>
<th>Work Habits</th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### Secondary School

<table>
<thead>
<tr>
<th>Work Habits</th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
1B. **How is my child going in ‘subject’ areas?**

**Reporting on the Tasmanian Curriculum Framework**

The Taskforce was briefed about the work being done to refine and simplify the Tasmanian curriculum framework. It believes that all written reports should include information on all areas that are assessed under the revised framework as well as comments from teachers. The Taskforce also believes that it will be an aid to parents’ understanding of their children’s progress if written reports are closely aligned to the curriculum framework.

**Recommendation 5**

*The Taskforce recommends that:*

- reports concern all subjects studied and assessed under the revised Tasmanian curriculum framework;
- reports should contain comments from the teachers who have taught each child; and
- the curriculum framework, the school timetable and each child’s written report are aligned to ensure that parents understand their child’s progress in relation to the framework.

**Academic Results**

At present a child’s learning development from Kindergarten to Year 10 is described on a scale with five levels of understanding. These levels are called ‘standards’. Each level is divided into three smaller steps – lower, middle and upper. Students make progress along these 15 steps during their schooling; hence the steps are called progressions. This way, parents can watch the progress of their children over the whole time they are at school, and see how one year’s results relate to the next. The five levels of understanding and the progress steps (or progressions) are currently represented as per the example below.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
</tr>
</thead>
</table>

Taskforce members believe that the progress bar should be retained. However, the Taskforce supports the views of many teachers that there should be more progressions on the bar. The current model makes it hard for teachers to show gradual and steady progress by students.
The Taskforce believes that while this may make the system more complex it will also make it a more accurate and sensitive guide to how a student is going. If the recommendation is adopted, schools will need to explain to parents what the progressions mean and how they are displayed on the progress bar.

**Recommendation 6**

*The Taskforce recommends that the Department of Education show more progressions on the progress bar.*

In view of this recommendation and continuing work on the curriculum framework, the example below is for the purposes of this report only. The current bar has five standards, each with three progressions. This gives 15 progress steps. The Taskforce considered a bar with 15 steps, each with a lower and upper division to be reasonable. However, it accepts that this needs expert evaluation.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Sample only)

1C. **WHAT ARE HIS STRENGTHS AND WEAKNESSES?**

Parents want to know their child’s strengths and weaknesses and the Taskforce believes that the best way for parents to discover them is through a combination of results and discussion with teachers. The Taskforce believes very strongly that parents trust the professional expertise of teachers to assess their child’s strengths and weaknesses.

2. **IS EVERYTHING OK OR SHOULD I BE CONCERNED?**

The Taskforce thinks parents must be confident that there are consistent and reliable assessment standards across the state system in Tasmania - that a mark in one school means the same thing in another. They need to know that the system is fair and that all students are assessed according to the same standards. Most parents recognise that it is not always easy to provide an objective assessment of a child’s progress, and it is reassuring to know that teachers work together through the moderation process on consistent assessment standards.
At the same time, the Taskforce very strongly believes that standardised assessment should not be considered in isolation from teachers’ comments.

2A. **HOW IS SHE GOING COMPARED TO OTHERS OF HER AGE?**

Parents need a means by which to measure their children’s results against others of their age. At present in Tasmania there are two yardsticks:

- the State standard, which allows a comparison with others in the same year in state schools, and
- results from the previous reporting period.

The Taskforce believes that written reports should indicate the standard expected for the particular year group and continue to show the child’s result from the previous year.

**Recommendation 7**

*The Taskforce recommends written reports that include the progress bar should:*

- indicate the standard expected for the particular year group; and
- show the child’s result for the previous reporting period

*as per the example below.*

<table>
<thead>
<tr>
<th>English/Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Progress Bar Example" /></td>
</tr>
</tbody>
</table>

(Sample only)

[The black dot is the current reporting period (eg end-of-year) and the open circle is the previous reporting period (eg mid-year).]

**STANDARD ACHIEVED BY THE MIDDLE 50% OF STUDENTS**

Currently, the progress bar includes grey shading showing the standard achieved by the middle 50% of students in the same year group in State schools, as per the example below.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Standard 3 Example" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Taskforce members believe that parents would prefer to know what standard they should expect their child to reach in a particular year, as per recommendation 7 above. The Taskforce thinks that only the standard expected for a particular year should be shown on the progress bar so that there is no confusion about the differences between the two concepts. Parents who want the information indicated by the grey shading, should be able to get it on request from schools, preferably at parent/teacher meetings.

**Recommendation 8**

The Taskforce recommends that the information currently displayed by the grey shading (the standard achieved by the middle 50% of students in Tasmania in the same year) should be available on request from schools, preferably at parent/teacher meetings.

**RESULTS HISTORY**

After discussion, the Taskforce decided it would be useful to include results from the time each child joined the state system. In this way parents can see the child’s progress at a glance without having to search for old reports.

**Recommendation 9**

The Taskforce recommends that, wherever possible, written reports should show the child’s results for previous years, as per the example below.

<table>
<thead>
<tr>
<th>English/Literacy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

(Sample only)

**A-E RATINGS**

Parents on the Taskforce and in the focus groups overwhelmingly felt the A-E ratings were unhelpful. They believe that the information provided in Tasmanian reports far exceeds the requirements of the Australian Government. They recognise that it is an Australian Government requirement for A-E ratings to be given to parents.
**Recommendation 10**

The Tasmanian Department of Education asks the Australian Government to formally recognise the information provided to parents in Tasmania, in place of specific A-E ratings.

Should the Australian Government refuse to accept the recommendation, the Taskforce believes that, rather than confuse parents with two reports for the same reporting period, A-E ratings should be automatically incorporated into the mid-year report and end-of-year summary. It also decided that the terms in the progress bar should be ‘well above the standard’, ‘above the standard’, ‘at the standard’, ‘below the standard’ and ‘well below the standard’, with a key equating these terms to the A-E ratings.

**Recommendation 11**

The Taskforce recommends that:

- in the event that the Australian Government insists on A-E ratings, that they be incorporated into the mid-year report and end-of-year summary, as per the example below; and
- that the terminology to be used in the progress bar be ‘well above the standard’, ‘above the standard’, ‘at the standard’, ‘below the standard’ and ‘well below the standard’, with a key equating these terms to the A-E ratings.

**COMPLETED PROGRESS BAR**

Below is an example of the bar containing all of the information outlined above (except the A-E rating).
2B. **IS HE DOING HIS BEST?**

Teachers are in the best position to know if children are doing their best. As well they are uniquely placed to observe their social and emotional behaviour. Parents rely on teachers to tell them if their children are doing as well as they can, and if they can see any matters for concern. But teachers also rely on parents to tell them what they know about their children’s circumstances, interests and character. In the end we can only learn the answer to the question when parents, teachers and children put their heads together. Parent/teacher meetings are an essential way of sharing knowledge and perspectives. Written reports should serve a similar purpose; encouraging parents to become close observers and informed and active partners in their children’s progress.

Written reports: provide motivation for the child, show evidence of strengths and weaknesses, and indicate the need for individual programs. The question, ‘Is my child doing her/his best?’ is linked to the question below: ‘How can my child learn better?’

3. **HOW CAN MY CHILD LEARN BETTER?**

As active partners in their education, discussion between parents and teachers is the best way to find out how children can learn better.

**PARENT/TEACHER MEETINGS**

The Taskforce thinks that meetings between parents and teachers are crucial to parents understanding how their children are progressing and how they can do better. Meetings with teachers give parents the chance to raise their concerns about their children, or their misgivings about the school and the teacher teaching them. Meetings offer a chance to clear the air and to find reassurance.

As described in section 1, the Taskforce believes that there should be at least one formal meeting between parents and teachers each year and that this should be to discuss the mid-year report. Taskforce members believe that while some parents are unwilling or unable to be actively involved, building strong and trusting relationships between parents and schools is essential and every effort must be made to build them.
The Taskforce recommends that to highlight the importance of these meetings and encourage parents’ participation the mid-year report is sent home only in exceptional circumstances. The aim should be to ‘induct’ parents into a two or three way partnership through meetings between teacher, parents and child, phone-home programs or, when parents are unable or unwilling to come to the school, meetings away from school premises. The Taskforce believes that teachers still have the primary responsibility for reporting at three-way meetings, but including the child often helps schools to reach parents. For example, at one Tasmanian school where the teacher, parents and child were all actively involved, three-way meetings improved attendance by parents at parent/teacher meetings from 23% in 2002 to 85% in 2006. Taskforce members also emphasised that schools should try to provide the privacy most parents want when they are talking about their children.

**Recommendation 12**

The Taskforce recommends that:

- mid-year reports are given to parents at three-way meetings or, at the very least, parent/teacher meetings, and only sent home when these options are not practicable;
- where there ARE exceptional circumstances and the report is sent home, other means of contacting parents are used to discuss the mid-year report, such as phone-home programs.

Currently reports include the statement, ‘Teacher/Parent Interview Requested’. In focus groups some parents said they were annoyed or intimidated when this statement was marked ‘No’. They felt that it implied that they were not welcome to talk to the teachers. In the event that recommendation 12 is not accepted the Taskforce believes that parents should always be invited to meet with the teacher.

**Recommendation 13**

The Taskforce recommends that, if recommendation 12 is not adopted, in all reports not specifically requesting a parent/teacher interview parents are invited to meet their children’s teachers.
**Future Focus**

Parents want clear and constructive advice from teachers about how their children can improve. For parents mid-year is the critical time to receive this information because it gives them time to do the helpful and necessary things before the school year ends. The Taskforce believes that the mid-year report should provide academic results, assess work habits and direct students and parents to aspects of study and behaviour that need attention in the second half of the year.

The ‘Future Focus’ section should be the basis for establishing how each student can learn better through the combined efforts of schools, parents and children. The Taskforce believes the ‘Future Focus’ section can guide and encourage parents to be involved in their child’s education.

**Recommendation 14**

The Taskforce recommends that mid-year reports include a section, ‘Future Focus’. The section should describe practical ways to improve the student’s performance.

**3A. What will the school do?**

As stated above, the ‘Future Focus’ section of written reports would form the basis for an agreement about how child, parents and teacher will work together to help the child learn better.

**3B. How can I help?**

Parents can help by talking with their children about their school work and reports, and by asking teachers how they can help. In general, discussions with teachers are most valuable when the child is present and everyone understands what the concerns, aims and responsibilities are.

**3C. What can my child do?**

In the ‘Future Focus’ section of reports parents should be able to see what the teacher thinks each child can do. Information in written reports on behaviour, attitude and effort would also help parents appreciate how their children can learn better.
LANGUAGE

Good reports are clear reports and clear reports need clear language. Parents cannot know how their children are going if they cannot understand reports on their progress. Obscure language puts a barrier not only between parent and teacher but between parent and child. How can parents talk to their children about school work if school reports are beyond understanding? How can they discuss results if they don’t know what they mean? Why should parents have to decipher the meaning of reports?

Teachers should talk to parents in a way that is clear, precise and meaningful, and they should write to them in the same way. This does not mean the language should be sterile or simplistic, but it should be free of jargon and vague abstractions. It should be the language of common, everyday understanding. Reports should describe the child; what that child is learning, the directions he or she seems to be taking and where more work is needed – and it should do these things in words their parents recognise. The Taskforce believes that parents want honesty in reporting but they also value balance between critical and constructive comments.

The Taskforce believes that the language of reports must be separated from the often technical language of education. Parents should not be addressed in the often turgid, sometimes impenetrable language of the curriculum. Similarly, reporting should not be caught up in meaningless, dehumanised “management speak” which might be thought apt for adults working in the corporate world but has nothing to do with the achievements of children. Don Watson’s observations on this subject make for essential reading. They are at Attachment A.

The Taskforce believes that support should be provided to teachers to enable them to write and talk to parents in a way that parents understand. As Don Watson states in the attached article, “writing is hard enough at the best of times. Writing concisely is even harder. To set down in a few plain words what we think about a student’s work, behaviour and potential is about as hard as writing gets”. The Taskforce acknowledges that improving the report-writing skills of teachers will take time and will also require support through professional development.

The Taskforce thinks that before sending them to parents, schools should make sure their reports present the most clear and accurate picture possible. The Taskforce believes principals should establish editorial processes to check all reports for readability and accuracy.
**Recommendation 15**

The Taskforce recommends that:

- there is professional development for teachers and principals on reporting to parents and, in particular, report-writing;
- all schools have an editorial process to ensure reports are readable, written in the plainest possible language, and say something meaningful about each child; and
- teacher education at the University of Tasmania includes specific units/work on dealing with parents, reporting, and report writing.

**IMPLEMENTATION**

The Taskforce recognises that cultural and procedural shifts will be necessary in order to implement its recommendations. It believes that the scale of the implementation task means that changes to reports will not be possible in 2007.

While it is the responsibility of the Department of Education to implement the recommendations that are adopted by the Minister for Education, the Taskforce believes that a reporting timeline for schools would be useful. This would be additional support for business process and professional development.

The Taskforce believes that leadership from principals is crucial to meet parents’ needs, and that principals need to embrace and value the recommendations made by the parents on this Taskforce. Principals and school associations need to be partners in leading their school communities, and the partnership between parents and teachers should reflect that broader relationship.

The Taskforce believes that those recommendations adopted from this report should be evaluated through surveys to gauge the satisfaction of parents. It also believes that the whole strategy should be reviewed for its relevance and effectiveness in meeting parents’ needs in 2011, following the completion of the 2010 reporting cycle.

**Recommendation 16**

The Taskforce recommends that:

- those recommendations adopted by the Minister for Education be implemented for the 2008 school year;
- a reporting timeline be developed for schools’ information;
- those recommendations adopted by the Minister for Education be evaluated through parent surveys; and
- reporting to parents be reviewed in 2011 for relevance and effectiveness in meeting parents’ needs.

IN CONCLUSION

The Reporting to Parents Taskforce believes that a little more attention to communicating with parents would bring more support from them. While recognising the demands on teachers, the Taskforce thinks that the rewards for children, schools, teachers and parents are worth the investment.
BACKGROUND INFORMATION

On 2 May 2006, the Minister for Education, Hon David Bartlett MHA, announced the formation of the Reporting to Parents Taskforce. The Taskforce is to report to the Minister by 30 November 2006.

TERMS OF REFERENCE

The Reporting to Parents Taskforce will work with parents, educators, and others to make recommendations to the Minister on best practice:

• for reporting to parents on the progress of their children;
• to ensure reports provide all of the information parents want including academic achievement, attitude and areas for further development;
• to ensure reports are clear and easy to understand;
• to ensure student reports help schools and parents to plan for each child’s future learning; and
• to report on Essential Learnings into the future.
MEMBERSHIP

The members of the Taskforce are:

Chair: John Smyth
       Secretary
       Department of Education

Special Adviser: Dr Don Watson

Members: Jenny Branch
         President
         Tasmanian State Schools Parents and Friends Association

         Peter Croger
         Parent
         Taroona High School

         Tim Dyer
         Parent
         Sheffield District High School

         Rosemary Jones
         Parent
         Youngtown Primary School

         Sheree Vertigan
         Principal
         Reece High School

         Margaret Meijers
         Teacher
         New Town High School

Ex Officio: Jenny Gale
           Director, Office for Educational Review
           Department of Education
SUBMISSIONS

An advertisement appeared in the three main regional Tasmanian newspapers on 12 August 2006 inviting formal submissions to the Taskforce. Letters to organisations with a direct interest in reporting were also sent formally inviting submissions. Six submissions were received.

A meeting was held with the AEU on 6 September 2006 to brief the President and State Manager about the sorts of issues being discussed by the Taskforce.

TASKFORCE MEETINGS

The Taskforce met in July, August, October and November with work also being done between those meetings. In September members held meetings with focus groups of parents in the north-west, north and south to get comments on the things the Taskforce was working on.

ATTACHMENTS

- Attachment A – ‘School Reports’ by Don Watson
- Attachment B - Sample Written Reports:
  - Primary
    Early Progress Statement
    Mid-year Full Written Report
    End-of-year Summary
  - Secondary
    Early Progress Statement
    Mid-year Full Written Report
    End-of-year Summary
SCHOOL REPORTS

By Don Watson

Writing is hard enough at the best of times. Writing concisely is even harder. To set down in a few plain words what we think about a student’s work, behaviour and potential is just about as hard as writing gets.

The temptation is to create a technocratic or ‘professional’ language containing a set of stock phrases that give an impression of objectivity or even measurement. It looks like a solution, but in fact it’s the problem. It doesn’t provide a measurement, it doesn’t tell us much about the student, and it leaves readers only half conscious or befuddled. Take this sentence:

“[Sarah’s] understanding of strategies has enabled her to work closely with others to plan how to best compete in team games and this was demonstrated particularly in soccer and netball.”

This strikes me as a very unlikely summary of how Sarah plays soccer and netball, and I’d venture it strikes Sarah and her parents in the same way. The odd thing is the word ‘play’ does not appear, and yet that is what we do in games. The words that do appear might sit well with a Human Resources manager, but they really don’t do for Sarah. Is it not possible to say that Sarah plays with flair and enthusiasm (if this is what she does), or that she tries hard, or that she is always fair, that she unfailingly plays for the team, or that while not especially athletic or naturally gifted in ball-handling she makes the most of her ability and intuitive understanding of the game? Can’t we say something about Sarah? The other missing word is ‘learned’. Isn’t there room somewhere to say that Sarah learned how to play some team games, and learned more the more she played?
The best thing we could do for the language of these reports is address the parents and not the notions that underpin the curriculum. Is this another consequence of outcomes-based education - that the reports are written to satisfy ‘outcomes’, and in a language that only curriculum writers use? So Sarah ‘was able to effectively communicate mathematical ideas’ when it would be so much easier and plainer to say she can explain them. She ‘worked with her peers to gain feedback’? Or did she talk to them?

To be blunt about it, the reports are written in a form of management jargon, much of which is beyond grammatical remedies. If the desired outcome is Sarah knowing how to ‘effectively access health information products and services to make informed decisions’, teachers will be tempted to report in those terms. Still, we could replace the buzzword ‘access’ with ‘find’, and we don’t need ‘effectively’ if she found them. So we might say that ‘Sarah learned how to find health information products and make informed decisions.’ It’s not perfect but better than the other way.

If we can’t untie the reports from the curriculum, we can at least try to avoid imitation. Where it’s not essential to refer to ‘strategies’ let’s look for another word. ‘I am happy to talk to you about strategies…’ I think a parent would be just as happy to talk about ‘ways’. The same goes for ‘skills’. For instance: “Peter has shown good skills in physical activities such as soccer and cross country’. Can’t we say Peter is improving as a soccer player and ran well in the cross country? Or if we must say he has improved his skills in soccer, we still need another word for cross country which requires less skill than stamina, endurance, courage, persistence, fitness, athletic ability, character. There are a lot of words to choose from, all of them offering a chance to say more about Peter than that he has ‘shown good skills in physical activities’ says. What about ‘focus’ and ‘focussing’
(focusing?)? Can’t we say ‘concentrate’ sometimes? Or ‘thought about’? For that matter, must we always say ‘areas of the curriculum’? Every now and then we could use the word ‘subject’. Couldn’t we?

At the risk of the bleeding obvious, the reports should say things that mean something to the people reading them, and these people I presume are not the authors of the curriculum or school principals charged with teaching it, but the parents and the students. So we should avoid the jargon and try to find direct and concrete things to say. This says almost nothing: ‘Peter’s recent work on the creative piece “The Creature from out-of-space” is an example of Peter’s achievements in this area’. All it says is that Peter’s work is an example of his work. An example of good work or bad work? Can’t we say: “Peter’s story, ‘The Creature from out-of-space’, was imaginative and well-written; though his punctuation as usual was sloppy and he should have given more thought to the end’?

Even allowing for the difficulties of the task, many of these reports are the opposite of what reports should be. Does a parent want to know that ‘Sarah has demonstrated a good capacity to learn about Australian environments and communities’, or that Sarah has learned something about them? And what she has learned, and about which communities and environments? What do parents gain from knowing that Peter is being encouraged to ‘broaden his selection of books to non-fiction texts to help him expand on his interest areas.’ If we just said that we’re ‘encouraging him to read non-fiction’ we’d say as much and we’d still have space to say what sort of non-fiction – books and articles about trees and fish and fire and anatomy, for instance.

‘Attentive at listening to others’? Must try harder.
Peter Jones – Year 5
Progress Report

Attitude, Effort and Behaviour

<table>
<thead>
<tr>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Needs attention</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively</td>
<td>✔</td>
<td>Demonstrates good organisational skills</td>
<td>✔</td>
</tr>
<tr>
<td>Accepts advice from others</td>
<td>✔</td>
<td>Seeks help where necessary</td>
<td>✔</td>
</tr>
<tr>
<td>Accepts responsibility for own actions</td>
<td>✔</td>
<td>Shows self-confidence</td>
<td>✔</td>
</tr>
<tr>
<td>Is polite and considerate</td>
<td>✔</td>
<td>Cooperates with others</td>
<td>✔</td>
</tr>
<tr>
<td>Demonstrates initiative</td>
<td>✔</td>
<td>Works well in groups</td>
<td>✔</td>
</tr>
<tr>
<td>Willingly participates in activities</td>
<td>✔</td>
<td>Works independently</td>
<td>✔</td>
</tr>
<tr>
<td>Works to complete tasks on time</td>
<td>✔</td>
<td>Cares for school and personal property</td>
<td>✔</td>
</tr>
</tbody>
</table>

Teacher Comments

Peter has settled well into Year 5. He is a polite boy who willingly participates in class activities. He tries hard in class and has a particular interest in science. His educational progress to date in all subjects has been good. I am encouraging him to read more non-fiction books, especially in science.

Sometimes Peter gets distracted by other members of his class and he will need to work hard to avoid this.

I look forward to working with Peter for the rest of the year.

Signed: Date:

Student Feedback (optional)
### English/Literacy

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>KP</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>O</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Comments**

**Reading:** Peter has improved in English. Peter is a keen reader and he understands what he reads. I would like him to read more non-fiction books. He is interested in animals and machinery, for instance, and I have encouraged him to look at books on these subjects.

**Writing:** Peter is imaginative and he writes well. His story, ‘The Creature from Outer Space’ was very good, although he could have given more thought to the ending and taken more care with his spelling and punctuation.

**Speaking and Listening:** Peter always joins in class discussions, and is able to clearly talk about his ideas.

**Work Habits**

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Future Focus**

Peter needs to improve his planning and editing of written work.

Peter needs to continue his home reading program every day.

### Mathematics/Numeracy

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>KP</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>O</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Comments**

Peter has made progress since last year. In class we have been working on Number and Space and Measurement.

**Number:** Peter has shown great improvement in number work and can count, order and estimate with whole numbers and fractions.

**Space and Measurement:** Peter has found it difficult to understand some of the concepts, in particular map reading.

**Work Habits**

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Future Focus**

Peter needs to work on reading and following maps and instructions, and estimating in measurement. I am happy to talk with you about things we can do to help Peter.

### Science

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>KP</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>O</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Comments**

In class we have been studying Outer Space. Peter has shown that he understands science concepts and processes. He showed good research skills when creating a design for a space transport vehicle. Well done!

**Work Habits**

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Future Focus**

Peter needs to work on reading and following maps and instructions, and estimating in measurement. I am happy to talk with you about things we can do to help Peter.
Peter has a natural flair and interest in science and should be encouraged to develop his interests.
Society and History

Teacher Comments
To link with our work on the Earth and Mars, we have studied the history of space travel and the benefits to our society. Peter learnt about the history of space flight and shared these ideas well with the class. Peter could not grasp some of the concepts encountered in our work on the impact of space travel on future society, but I am pleased by how hard he tried to understand difficult ideas.

Work Habits

<table>
<thead>
<tr>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Future Focus
Peter could improve his problem solving by trying to predict the impact of things into the future.

Arts
Peter is a creative child who is enthusiastic about The Arts. He has enjoyed the work we have done on ‘Creating in the Future’. The painting he did of his model spacecraft was great! The Year 5s have also been learning the recorder with Mrs Knight and they won their event in the Hobart Eisteddfod. It has been a delight to watch Peter grow in his role of ‘Jake’ in the Year 5 play. Congratulations!

Health and Wellbeing
Peter enjoys Physical Education. He is a good soccer player and is improving with each match. He also ran well in the cross country finishing sixth in his school race.
Peter has been taught some of the components of well-being – healthy eating, exercise, feelings and safety. His ‘Healthy Lifestyle Plan’ was of a good standard.
In class we have also been talking about team work skills. Peter has begun to use these skills in classroom behaviour - negotiating, taking turns, careful listening and giving positive feedback to others. We have also worked on conflict resolution skills through role play. In the beginning Peter found this quite difficult, but I have been pleased with his efforts to improve.

Attitude
I have been pleased with Peter’s efforts so far this year, in particular that he has challenged himself to improve in subjects he finds a little more difficult.
Peter however is easily distracted and sometimes becomes noisy and disruptive. He needs to improve his concentration and ignore the disruptive behaviour of others.

Extra Curricular Activities

- Band
- Science Talent Search
- NSW Mathematics Competition
- School Soccer Team
- Cross Country Team

Student Comment (optional)
Over the last few months I have really enjoyed the unit of work on Space. I think I have done pretty well in most of my subjects, but could work on a couple of things like my reading at home and my map work in Maths. Sometimes I am not always on time with my homework and assignments and that is something I will work on. I will try to not be disrupted by my classmates nor disrupt them.
I would like to improve my soccer skills—maybe even make the regional side next year.

Days Absent (to end of Term 1) 4
### English/Literacy

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

- **K**: Knowledge
- **P**: Performance
- **1**: Needs attention
- **2**: Acceptable
- **3**: Good
- **4**: Excellent

- **Year 5 standard**

### Mathematics/Numeracy

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

- **K**: Knowledge
- **P**: Performance
- **1**: Needs attention
- **2**: Acceptable
- **3**: Good
- **4**: Excellent

- **Year 5 standard**

### Science

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

- **K**: Knowledge
- **P**: Performance
- **1**: Needs attention
- **2**: Acceptable
- **3**: Good
- **4**: Excellent

- **Year 5 standard**

### Arts

Peter has worked hard and improved his painting and drawing. His creative design of a bank note featuring Simpson and his donkey was of a high standard. In Music, it has been enjoyable to witness the improvement in his recorder playing. Well done!

### Health and Wellbeing

Peter has continued to improve in his chosen sports and this term he represented the school in athletics. He worked hard in the unit of work on road safety and helped the Year 2 students to be safe around roads.

### Overall Work Habits

<table>
<thead>
<tr>
<th>Overall Work Habits</th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teacher’s Comment

Peter’s effort in class has been pleasing throughout the year. In Science his attitude and efforts have been particularly good and this has helped him to achieve the great result.

This term Peter has concentrated better in class and he has been less distracted by his classmates.

### Extra Curricular Activities

- **Band**
- **Science Talent Search**
- **NSW Mathematics Competition**
- **Cross Country Team**
- **School Soccer Team**
- **School Athletics Team**

### Days Absent (The Year)

6

**Teacher** ___________________________  **Date** ___________________________
Hobart High School  
Sarah Jones Year 9  
Progress Statement – April 2008

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH/LITERACY</strong></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>(Mr P Jones)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS/NUMERACY</strong></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>(Mr S Smith)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>(Mr A Peters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIETY AND HISTORY</strong></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>(Mr V Smart/Mrs S Smith)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ARTS</strong></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>(Mr L Cole)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

**Home Group Teacher**
Sarah is a bright and helpful student who has made a good start to the year. She has settled in well in all of her subjects and her progress to date is generally good.
Sarah needs to make sure she works hard in Science to achieve her goal of representing the school at the Science Olympiad – I will watch her progress here with interest.

Signed:  
Date:
## English/Literacy

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Comments

**Reading:** Sarah is a keen reader and enjoys opportunities to critique fiction and non-fiction texts.

**Writing:** Sarah’s research work on Shakespeare was well planned and well written. Her creative poetry pieces show improvement. When rushed, Sarah tends to make unnecessary mistakes so needs to work on her time management skills.

**Speaking and Listening:** Sarah’s public speaking is improving and she listens attentively to others.

### Work Habits

<table>
<thead>
<tr>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort</strong></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Future Focus** Time management skills

## Mathematics/Numeracy

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Comments

Sarah has made good progress in Mathematics. She can analyse real life mathematical situations and solve problems using a scientific calculator.

In her project on similar triangles Sarah was able to identify the strengths and weaknesses of different solutions and provide reasons for her answers, which were mostly right.

### Work Habits

<table>
<thead>
<tr>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort</strong></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Future Focus** Sarah needs to practise solving problems concerning theoretical probabilities, such as the probability of rolling an even number on a regular die.
### Science

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Teacher Comments
Sarah has a good understanding of science and enjoys the practical nature of the subject. She understands the content covered in class very well. I was pleased with her assignment on solar powered vehicles. Sarah designs experiments satisfactorily.

#### Work Habits

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Attitude</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Future Focus
Sarah needs to think more about the features and purposes of scientific equipment and how this relates to her experiments.

### Society and History

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Teacher Comments

**Geography (Sally Smith)**
Sarah has learnt about Australian environments and communities. Her assignment on Alice Springs was thorough and creatively presented.

**History (Vernon Smart)**
Sarah has shown considerable progress to date. She has a great interest in certain eras of Australian history, and this is reflected in her work. In particular, her presentation on the Depression was well researched, informative and engaging.

#### Work Habits

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Attitude</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Future Focus
In historical research, Sarah needs to source her material more broadly, not just electronically.
**Teacher Comments**
Sarah has considerable talent in the visual arts. She explored and experimented with a range of ideas to complete interesting and detailed art works. Her contribution to class discussions is highly valued, and her presentation on artist Tom Roberts was informative and entertaining. Well done!

**Future Focus** Sarah should challenge herself by working in unfamiliar media such as clay and watercolour.

---

**Health and Wellbeing**
Sarah learnt how to find health information products and services to make informed decisions. She actively contributed to class discussions, presenting her ideas with supporting evidence.

In soccer and netball Sarah unfailingly plays for the team and she always puts her heart into the whole game.

In gymnastics, Sarah learnt how to compose and perform movement sequences and used feedback from her class mates to improve her techniques.

**Work Habits**

<table>
<thead>
<tr>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extra Curricular Activities**
- Student Council
- Choir
- Peer Mentoring
- Cross Country Team
- School Soccer Team

**Home Group Teacher Comment**
Sarah is a positive and happy student who participates fully in the life of the school.
Sarah has made good progress to date in all subjects. I am particularly pleased with the progress she has made in science and the attitude ratings she has received from Mr Peters. Well done—keep up the good work.
I encourage Sarah to read and reflect on the comments from her subject teachers and try and use the future focus areas to make further improvements.

**Days Absent (to end of Term 1)**
3

Teacher  
Date
## Model 2 – Secondary: Summary Statement – End of Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sarah has worked hard all year to achieve this solid result. She has improved her planning and time management skills this term which has resulted in more polished pieces of written work. Well done!

<table>
<thead>
<tr>
<th><strong>Mathematics/Numeracy</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sarah’s work on renovating a lounge room showed improvement in applying mathematical concepts to real life situations. With continued hard work next year Sarah’s progress in Maths should be maintained.

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sarah has continued to enjoy the practical components of science and I have been pleased with her improvements in designing experiments. Her group work on the effects of oil spills on our environment was of an excellent standard.

<table>
<thead>
<tr>
<th><strong>Society and History</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sarah’s research on Nelson Mandela and the resulting presentation was of a good standard, and showed a great understanding of Mandela’s contribution to society. Good work!

<table>
<thead>
<tr>
<th><strong>Arts – Visual Arts</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>P</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This term Sarah has experimented in working with clay. The vases she produced were of a good standard. Her research in Term 3 on Fauvism was sound and I encourage her to continue her hard work in Art theory.
## Health and Wellbeing

<table>
<thead>
<tr>
<th>Progress</th>
<th>Not satisfactory</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Sarah has continued to actively contribute to class activities and discussions. This term we have played tennis, softball, cricket and trained for athletics. Sarah’s talent in long distance running was rewarded by selection in the school athletics team. Congratulations.

## Overall Work Habits

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Extra Curricular Activities

- Student Council
- Peer Mentoring
- Cross Country Team
- School Soccer Team
- Choir
- School Athletics Team

## Student Comment

I have really enjoyed this year. I have been really pleased with my achievements in Art, History and English. Next year I plan to continue to work on my research skills. I also hope I get the opportunity to be on the School Council again.

## Home Group Teacher Comment

Sarah has had a good year on the whole. I will watch her progress in Year 10 with interest. Good luck!

## Future Focus follow-up


## Days Absent (The Year)

6

Teacher

Date