



OAKLEY STATE HIGH SCHOOL

Reporting Policy

Academic Reporting

Academic reporting involves communicating, point in time student achievement data (including effort and behaviour) to parents, carers and students for each learning area/subject undertaken. Reporting builds and strengthens the school-parent partnership required to improve student learning. The purpose of this policy is to clearly outline to the school community the reporting expectations at Oakley State High School.

Reporting cycles/timelines

Year 7 – 10 Reporting

	Term	Week	Day & Time	Task	Responsible Officer
MID-SEMESTER 1 REPORTS (using Term 1 assessment)	1	8	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 1 Term 1 – Monday Week 8 Term 1	Class teachers
	2	1	Wednesday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		2	Monday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
		2	Tuesday	Reports are emailed home to families	Reporting DP
SEMESTER 1 REPORTS (using Semester 1 assessment)	2	8	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 1 Term 1 – Monday Week 8 Term 2	Class teachers
	3	10	Wednesday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		1	Wednesday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
		1	Friday	Reports are emailed home to families	Reporting DP
MID-SEMESTER 2 REPORTS (using Term 3 assessment)	3	8	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 1 Term 3 – Monday Week 8 Term 3	Class teachers
		10	Monday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		10	Thursday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
		10	Friday	Reports are emailed home to families	Reporting DP
SEMESTER 2 REPORTS (using Semester 2 assessment)	4	8	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 1 Term 3 – Monday Week 8 Term 4	Class teachers
		10	Monday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		10	Thursday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
		10	Friday	Reports are emailed home to families	Reporting DP

Senior Reporting (Year 11)

	Term	Week	Day & Time	Task	Responsible Officer
Unit 1 (FIA1 & FIA2)	2	3	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 1 Term 3 – Monday Week 3 Term 2	Class teachers
		7	Thursday 9am	OS QCAA Markbook completed for QCAA upload	HoD SS
		7	Thursday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		8	Monday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
Unit 2 (FIA3 & FIA4)	3	8	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 6 Term 2 – Monday Week 8 Term 3	Class teachers
		9	Friday	All U1 & U2 assessment (except exams) completed	HoD SS
	4	1	Thursday 9am	OS QCAA Markbook completed for QCAA upload	HoD SS
		1	Thursday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		2	Thursday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
		2	Friday	Reports are emailed home to families	Reporting DP

Senior Reporting (Year 12)

	Term	Week	Day & Time	Task	Responsible Officer
Unit 3 (IA1 and/or IA2)	1	8	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 1 Term 1 – Monday Week 8 Term 1	
		9	Friday	OneSchool QCAA Markbook completed for QCAA IA1 upload	HoD SS
	2	1	Wednesday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		2	Monday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
		2	Tuesday	Reports are emailed home to families	Reporting DP
		7	Thursday 9am	GENERAL OS QCAA Markbook completed for QCAA IA2 upload (no reporting required)	HoD SS
		8	Tuesday 9am	APPLIED OS QCAA Markbook completed for QCAA IA2 upload (no reporting required)	HoD SS
	3	5	Thursday 9am	GENERAL OS QCAA Markbook completed for QCAA IA3 upload	HoD SS
		8	Monday	One School reporting open	Reporting DP
				Use attendance data from Day 1 Week 1 Term 2 – Monday Week 8 Term 3	
		9	Tuesday 9am	APPLIED OS QCAA Markbook completed for QCAA IA3 upload (no reporting required)	HoD SS

	4	1	Thursday 9am	Printed class OS reports submitted to curriculum HODs	Class teachers
		2	Wednesday	All assessment finished	
		2	Thursday 9am	Checked class OS reports due to reporting DP <i>*profiles to be checked against achievement and alignment of effort & behaviour</i>	Curriculum HOD
		2	Friday	Reports are emailed home to families	Reporting DP
	4	3	Friday 9am	APPLIED OS QCAA Markbook completed for QCAA IA4 upload <i>(no reporting required)</i>	HoD SS
		6	Tuesday 9am	APPLIED OS QCAA Markbook completed for QCAA FINAL RESULT upload <i>(no reporting required)</i>	HoD SS

Reporting Academic Achievement

All students enrolled at OSHS will receive an academic report.

Years 7 - 10	- A-E achievement grades will be reported on for each subject of study undertaken during the reporting period. - Grades are determined by teachers by making a cumulative (semester-based), on-balance judgement of summative evidence in a student's folio of work against the Australian Curriculum Achievement Standard. E.g DAT & TMT are reported on separately using aspects of the Design Technologies Achievement Standard. History, Geography, Business and Civics & Citizenship are reported on separately using the relevant aspects of the Humanities Achievement Standard. - Students with chronic absenteeism will still be able to receive a report if there is either summative or formative evidence that is aligned to the achievement standard.
Individual Curriculum Plans (ICPs) <i>only applicable to students in Years 7-10</i>	- Students working on an ICP will have their results recorded as per the reporting processes for all other students in Years 7-10. - The report card will contain a comment about the level of work undertaken in a particular subject. For example, a student in Year 8 who is working at a Year 4 level in English will have the following comment on their report card: "{Student name} has been taught and assessed Year 4 English in ways that suit his/her chronological age this term." This comment will appear for all subjects where an ICP has been entered for a particular student.
Years 11 – 12 General Subjects Applied Subjects Short Courses	- Units 1 and 2 are reported on as separate entities. - Successful completion of each subject (achievement result of an A, B or a C) will result in 1 QCE credit gained. - Unsuccessful completion of each subject (achievement result of a D or an E) will result in 0 QCE credits gained.
QCAA reporting	At the end of Unit 1 and Unit 2, teachers report student achievement as either Satisfactory (equivalent to A-C achievement grades), Unsatisfactory (equivalent to D-E achievement grades) or N (Not Rated) to the Head of Senior Schooling to be recorded in the student's QCAA learning account. These results WILL NOT be available to parents on their student's academic report.
VET	- Achievement will be recorded as: ❖ Competency Achieved ❖ Working Towards Competency ❖ Competency Not Achieved

N ratings

- Awarded in exceptional circumstances. This may include illness and/or misadventure as well as extended absences.
- Discussion and approval must be given by the curriculum HOD (in consultation with Deputy Principal and/or HOD Senior Schooling) before assigning an N rating.
- In years 7-10, where a student's assessment folio contains insufficient summative evidence, Heads of Department may approve the inclusion of classwork and/or formative assessment items that have addressed the achievement standards.
- In years 11-12, formative assessment is not permitted to be used. N ratings will be considered by the HOD SS after any eligible AARA provisions or appropriate draft submissions have been considered. An N result in senior subjects has a significant, detrimental impact on a student's ability to gain a QCE and/or ATAR eligibility.

One School Comments for N Ratings		
GEN	980	{Name} has not been in this subject long enough to be rated.
GEN	981	{Name}'s frequent absences have not allowed them to be rated in this subject.
GEN	982	{Name} has not met assessment requirements.
GEN	986	Due to {name}'s exemptions from schooling, they have not been rated in this subject.
GEN	984	Due to {name}'s frequent absences from schooling, there is insufficient evidence to award them an effort and behaviour rating.
GEN	985	Due to {name}'s exemptions from schooling, there is insufficient evidence to award them an effort and behaviour rating.

Students with chronic absenteeism who have not met the entire achievement standard, but do have either classwork and/or formative or summative evidence comments (Years 7-10)

Years 7-10		
GEN	983	This result is indicative of partial completion of the achievement standard due to {Name}'s frequent absences. This result is not comparable to completion of the entire achievement standard.

General Senior Subject Comments (Years 11 & 12)

General Senior Subjects		
GEN	1566	This is a provisional result of XX out of XX.
GEN	1567	This is a provisional result of XX out of XX for IA1.
GEN	1568	This is a provisional result of XX out of XX for IA2.
GEN	1569	This is a provisional result of XX out of XX for IA1 and XX out of XX for IA2.
GEN	1570	This is a confirmed result of XX out of XX for IA1 and a provisional result of XX out of XX for IA2.
GEN	1571	This is a confirmed result of XX out of XX for IA1 and of XX out of XX for IA2 and a provisional result of XX out of XX for IA3.
GEN	1572	This is a confirmed result of XX out of XX for IA1 and a provisional result of XX out of XX for IA2 and XX out of XX for IA3.
GEN	1573	This is a confirmed result of XX out of XX for IA1, XX out of XX for IA2 and XX out of XX for IA3.

Science ratings and comments (Year 10)

At OSHS Year 10 Science students undertake one term of study in each of the strands (Chemistry, Biology, Physics & Earth and Space Science). Achievement is recorded as a cumulative, on-balance judgement against the whole Science Achievement Standard as well as an individual strand Achievement. This allows student's strengths within the Sciences to be utilised during the SET Planning process.

Science (Years 7-10)		
GEN	1526	The achievement rating is summative for the semester. {Name} has achieved an A in General Biology this term.
GEN	1527	The achievement rating is summative for the semester. {Name} has achieved a B in General Biology this term.
GEN	1528	The achievement rating is summative for the semester. {Name} has achieved a C in General Biology this term.
GEN	1529	The achievement rating is summative for the semester. {Name} has achieved a D in General Biology this term.
GEN	1530	The achievement rating is summative for the semester. {Name} has achieved an E in General Biology this term.
GEN	1531	The achievement rating is summative for the semester. {Name} has achieved an A in General Physics this term.
GEN	1532	The achievement rating is summative for the semester. {Name} has achieved a B in General Physics this term.
GEN	1533	The achievement rating is summative for the semester. {Name} has achieved a C in General Physics this term.
GEN	1534	The achievement rating is summative for the semester. {Name} has achieved a D in General Physics this term.
GEN	1535	The achievement rating is summative for the semester. {Name} has achieved an E in General Physics this term.
GEN	1536	The achievement rating is summative for the semester. {Name} has achieved an A in General Chemistry this term.
GEN	1537	The achievement rating is summative for the semester. {Name} has achieved a B in General Chemistry this term.
GEN	1538	The achievement rating is summative for the semester. {Name} has achieved a C in General Chemistry this term.
GEN	1539	The achievement rating is summative for the semester. {Name} has achieved a D in General Chemistry this term.
GEN	1540	The achievement rating is summative for the semester. {Name} has achieved an E in General Chemistry this term.
GEN	1541	The achievement rating is summative for the semester. {Name} has achieved an A in General Earth Science this term.
GEN	1542	The achievement rating is summative for the semester. {Name} has achieved a B in General Earth Science this term.
GEN	1543	The achievement rating is summative for the semester. {Name} has achieved a C in General Earth Science this term.
GEN	1544	The achievement rating is summative for the semester. {Name} has achieved a D in General Earth Science this term.
GEN	1545	The achievement rating is summative for the semester. {Name} has achieved an E in General Earth Science this term.
GEN	1546	The achievement rating is summative for the semester. {Name} has achieved an A in Applied Biology this term.
GEN	1547	The achievement rating is summative for the semester. {Name} has achieved a B in Applied Biology this term.
GEN	1548	The achievement rating is summative for the semester. {Name} has achieved a C in Applied Biology this term.
GEN	1549	The achievement rating is summative for the semester. {Name} has achieved a D in Applied Biology this term.
GEN	1550	The achievement rating is summative for the semester. {Name} has achieved an E in Applied Biology this term.
GEN	1551	The achievement rating is summative for the semester. {Name} has achieved an A in Applied Physics this term.
GEN	1552	The achievement rating is summative for the semester. {Name} has achieved a B in Applied Physics this term.
GEN	1553	The achievement rating is summative for the semester. {Name} has achieved a C in Applied Physics this term.
GEN	1554	The achievement rating is summative for the semester. {Name} has achieved a D in Applied Physics this term.
GEN	1555	The achievement rating is summative for the semester. {Name} has achieved an E in Applied Physics this term.
GEN	1556	The achievement rating is summative for the semester. {Name} has achieved an A in Applied Chemistry this term.
GEN	1557	The achievement rating is summative for the semester. {Name} has achieved a B in Applied Chemistry this term.
GEN	1558	The achievement rating is summative for the semester. {Name} has achieved a C in Applied Chemistry this term.
GEN	1559	The achievement rating is summative for the semester. {Name} has achieved a D in Applied Chemistry this term.
GEN	1560	The achievement rating is summative for the semester. {Name} has achieved an E in Applied Chemistry this term.
GEN	1561	The achievement rating is summative for the semester. {Name} has achieved an A in Applied Earth Science this term.
GEN	1562	The achievement rating is summative for the semester. {Name} has achieved a B in Applied Earth Science this term.
GEN	1563	The achievement rating is summative for the semester. {Name} has achieved a C in Applied Earth Science this term.
GEN	1564	The achievement rating is summative for the semester. {Name} has achieved a D in Applied Earth Science this term.
GEN	1565	The achievement rating is summative for the semester. {Name} has achieved an E in Applied Earth Science this term.

A REPPS student:

RESPECT - Be polite, accept differences, Follow directions, Care for self, others and property

EXCELLENCE - Set goals & try to achieve them, Challenge yourself, Learn from your mistakes, Show commitment

PERSONALITY - Be honest and trustworthy, Be a positive role model, Choose your attitude, Cooperate with others

PARTICIPATION - Take responsibility for your own learning, Be motivated, Be organised, Follow school procedures

SAFETY - Speak Up, Speak Out, Think safely, Work safely, Play safely

Reporting Behaviour and Effort

		EFFORT MATRIX					
		A	B	C	D	E	N
		<i>Always – Excluding approved absences, students are present for more than 90% of scheduled lessons.</i>	<i>Often – Excluding approved absences, students are present for less than 90% but more than 60% of scheduled lessons.</i>	<i>Usually – Excluding approved absences, students are present for less than 60% but more than 40% of scheduled lessons.</i>	<i>Sometimes – Excluding approved absences, students are present for less than 40% but more than 20% of scheduled lessons.</i>	<i>Rarely – Excluding approved absences, students are present for less than 20% of scheduled lessons.</i>	
Classroom	Engagement	Always actively engages in and completes, all lesson activities, including written work, discussions, group activities and practical activities.	Often , actively engages in lesson activities and completes work, including written work, discussions, group activities and practical activities.	Usually engages in lesson activities and completes work including written work, discussions, group activities and practical activities.	Sometimes engages in lesson activities and completes some work.	Rarely or does not engage in and/or completes lesson activities/	Insufficient evidence to make a judgement
	Completion of work	Always completes lesson activities to a very high standard which is appropriate with their ability level.	Often completes lesson activities to a high standard which is appropriate with their ability level.	Usually completes lesson activities to a satisfactory standard which is appropriate with their ability level.	Sometimes completes lesson activities or they are completed to an unacceptable standard .	Completed work is usually of a standard well below their ability.	
	Assistance feedback	Always seeks assistance if required and responds to feedback.	Often seeks assistance if required and responds to feedback.	Usually seeks assistance if required and responds to feedback.	Sometimes seeks assistance and/or responds to feedback.	Rarely or does not seek assistance or respond to feedback.	
	Attitude	Always displays a positive attitude to learning.	Often displays a positive attitude to learning.	Usually displays a positive attitude to learning.	Sometimes displays a positive attitude to learning.	Rarely or does not display a positive attitude to learning.	
	Equipment	Always brings required equipment to class.	Often brings required equipment to class.	Usually brings required equipment to class.	Sometimes brings required equipment to class.	Rarely or does not bring required equipment to class.	
	Punctuality	Always arrives to class on time.	Often arrives to class on time.	Usually arrives to class on time.	Sometimes arrives to class on time.	Rarely or does not arrive to class on time.	
	Homework	Always completes homework which includes set homework from the teacher, assessment work and revision.	Often completes homework which includes set homework from the teacher, assessment work and revision.	Usually completes homework which includes set homework from the teacher, assessment work and revision.	Sometimes completes homework which includes set homework from the teacher, assessment work and revision.	Rarely or never completes homework which includes set homework from the teacher, assessment work and revision.	
Assessment	Due dates Assessment policy	Always completes and submits all checkpoints, draft and final pieces of assessment following the processes outlined in the school's assessment policy	Often completes and submits checkpoints, draft and final pieces of assessment following the processes outlined in the school's assessment policy	Usually completes and submits checkpoints, draft and final pieces of assessment following the processes outlined in the school's assessment policy	A checkpoint, draft, and/or final piece of assessment has not been submitted by the due date OR sometimes follows processes outlined in the school's assessment policy	Checkpoints, drafts, and/or final pieces of assessment have not been submitted by the due date OR rarely or does not follow processes outlined in the school's assessment policy.	Insufficient evidence to make a judgement
	Engagement	Always uses class time effectively to complete assessment.	Often uses class time effectively to complete assessment.	Usually uses class time effectively to complete assessment.	Sometimes uses class time effectively to complete assessment.	Rarely or does not use class time effectively to complete assessment.	
	Feedback	Assessment feedback is always acted upon.	Assessment feedback is often applied.	Assessment feedback is usually applied	Assessment feedback is sometimes applied.	Assessment feedback is rarely or never applied.	

		BEHAVIOUR MATRIX					
		A	B	C	D	E	N
		<i>Always – Excluding approved absences, students are present for more than 90% of scheduled lessons.</i>	<i>Often – Excluding approved absences, students are present for less than 90% but more than 60% of scheduled lessons.</i>	<i>Usually – Excluding approved absences, students are present for less than 60% but more than 40% of scheduled lessons.</i>	<i>Sometimes – Excluding approved absences, students are present for less than 40% but more than 20% of scheduled lessons.</i>	<i>Rarely – Excluding approved absences, students are present for less than 20% of scheduled lessons.</i>	
Classroom	REPPS	Always respects the teacher, their own and others' learning by displaying the qualities of a REPPS student to a very high standard .	Often respects the teacher, their own and others' learning by displaying the qualities of a REPPS student to a high standard .	Usually respects the teacher, their own and others' learning by displaying the qualities of a REPPS student to a satisfactory standard .	Sometimes respects the teacher, their own and others' learning by sometimes showing the qualities of a REPPS student.	Rarely or does not respect the teacher, their own and others' learning.	Insufficient evidence to make a judgement
	Follows directions	Always follows teacher directions to complete tasks required including classwork, activities, homework and assessment.	Often follows teacher directions to complete tasks required including classwork, activities, homework and assessment.	Usually follows teacher directions to complete tasks required including classwork, activities, homework and assessment.	Sometimes follows teacher directions to complete tasks required including classwork, activities, homework and assessment.	Rarely or does not follow teacher directions to complete tasks required including classwork, activities, homework and assessment.	
	Interactions	Always demonstrates kindness and exemplary manners when interacting with peers, staff, and / or wider community.	Often demonstrates kindness and manners when interacting with peers, staff, and / or wider community.	Usually demonstrates kindness and manners when interacting with peers, staff, and / or wider community.	Sometimes demonstrates kindness and manners when interacting with peers, staff, and/or the wider community.	Rarely or does not demonstrate kindness or manners when interacting with peers, staff and/or the wider community.	
	Follows classroom expectations	Always follows expectations to ensure their own and others' safety.	Often follows expectations to ensure their own and others' safety.	Usually follows expectations to ensure their own and others' safety.	Sometimes follows expectations to ensure their own and others' safety.	Rarely or does not follows expectations to ensure their own and others' safety.	
Assessment	Academic Integrity	Always meets school expectations regarding academic integrity.	Often meets school expectations regarding academic integrity.	Usually meets school expectations regarding academic integrity.	Sometimes meets school expectations regarding academic integrity.	Rarely or does not meets school expectations regarding academic integrity.	Insufficient evidence to make a judgement

Behaviour and Effort Examples

Alex is a student who...	
- Always attends class, often arrives on time and has the right materials - Does the bare minimum to an acceptable standard when it comes to classwork & activities - Submits assessment on time, but does not always use feedback to make improvements - Had one or two minor incidents in the first couple of weeks, but has improved since the Teacher phoned home and issued a detention at lunch	
Effort	C
Behaviour	B

Ben is a student who...	
- Always completes lesson activities – both written & practical – to high standard - Arrives to class ready for learning (left pencil case at home once) - Never misses an assessment deadline and makes sure feedback is enacted - Exemplifies the REPPS - Is an independent learner - Follows Teacher directions first time, every time - Is respectful when interacting with others	
Effort	A
Behaviour	A

Sally is a student who	
- Puts their head on the desk sometimes & does not complete activities to acceptable standard – as a result does not use class time effectively to complete assessment, but does submit assessment on time - Sometimes brings books & pens to class - Is sometimes late (once a fortnight or so) - Is always respectful of others & doesn't disrupt teaching & learning - Except for not completing classwork at Teacher direction sometimes, follows instructions	
Effort	D
Behaviour	D

Dean is a student who ...	
- Depending on the day will complete work as instructed by the Teacher, but varies – numerous lessons had to be directed by Teacher to complete tasks (Often does a fraction of what others complete) - Has trouble submitting completed assessment - Has been late to class a couple of times and borrows the Teacher's pen often - Disrupts the learning of others by calling out and wandering around the room - Despite being sent out of the room, phoning home, and attending detentions, behaviour has not improved	
Effort	E
Behaviour	E

Ethan is a student who...	
- Generally, brings all equipment to class (but has borrowed equipment a few times now), but sometimes (more often than not) chooses not to complete work or give their best on assessment - Is Often on time to class - In many lessons uses inappropriate language and antagonises other students by making comments - Likes to argue with the Teacher when given instructions - Can be sneaky when stirring up other students – never takes responsibility	
Effort	D
Behaviour	E

Fiona is a student who...	
- Completes everything asked of them, but does not engage to potential on the odd occasion with classroom activities - Has never been late to class - Often applies feedback, but didn't utilise the feedback on last term's assessment - Can be a little chatty in class some lessons, but displays the REPPS far more often than not - Follows Teacher directions without a fuss - Except for a couple of times, "does the right thing in class" (when getting a little chatty, always gets back on track)	
Effort	B
Behaviour	B

Other Considerations

Circumstance	Considerations
Individual needs (E.g: students who have experienced recent or long-term trauma, those supported by the <i>learning support team or the SEP, etc.</i>)	Speak with HOSES, HoD Senior Secondary or GO
Late enrolment Poor attendance	Speak with HoD and/or Year Level DP Refer to Comments if awarding an N rating for achievement
Missing assessment (checkpoint, draft, final) due dates Non-submission of assessment	Reflected in both EFFORT & BEHAVIOUR. BEHAVIOUR can be no higher than a Satisfactory as despite your directions to complete those assessment tasks, the direction has not been followed. Nor do they display our REPPS values of Participation and Excellence. Refer to Comments if awarding an N rating for achievement
D or E for Effort and/or Behaviour	A cause for concern and contact (preferably a phone call) is to be made with home (and recorded on OneSchool) as soon as the teacher identifies the student is at risk of receiving these results. Making this contact early will provide an opportunity for the family to work with student. Additionally, contact with the appropriate HoD or HoSS should also be made.

Parent Interview

Welcome	Requested to discuss progress
No, or minimal concerns with the student's academic performance, effort or behaviour.	Concerns with academic performance, effort or behaviour.
	Needs attention or unacceptable for effort or behaviour.
	Non-completion or submission of assessment.

Communication with Parents/Carers

- If sending group emails home, BCC parents/caregivers.
- Record contact on OS

Who should contact be made for?	When should contact be made?	Email Template
Students who, at drafting , you are concerned may receive a D or an E for achievement. This allows parents/students the opportunity to improve OR	As soon as teachers are aware that the student is not on track to receiving a C or higher on their report card	Email template (Assessment draft) Dear Parent/Guardian, This email is to let you know that your student has submitted a draft for insert subject which at this stage is unlikely to achieve at least a C standard (working at level/"pass"). In order for students to be successful in completing assessment they need to be working at home. If you would be able to speak with them about using their task sheet and class notes to complete their assessment to the best of their ability before the due date that would be very much appreciated. Regards,
Students who have received a D or an E for achievement on their most recent exam		Email template (Subject Result) Dear Parent/Guardian, This email is to let you know that your student is not on track to pass insert subject this semester, which will be reflected on their upcoming report card. In order for students to be successful, they do need to be working at home. This work includes, but is not limited to; revising classwork, completing homework (if it has been set by the teacher), working on assessment and studying for upcoming exams. In addition to this, they need to complete all classwork to the best of their ability, actively listen, be a REPPS (Respect, Excellence, Personality, Participation, Safety) student and ask for assistance when they are not sure of or understand a concept. Please do not hesitate to reach out if you have any questions. Regards,
Students who will receive a D or an E for Effort and/or Behaviour (only if contact home has not been made throughout the term)	As soon as teachers are aware that the student will receive a D or an E on their report card	Email template (Effort Behaviour) Dear Parent/Guardian, This email is to let you know that your student will receive a D/E for their effort and/or behaviour on their upcoming report card for insert subject . In order for students to be successful, they need to regularly attend classes as well as engage in and complete all set work, including homework, classwork and assessment. If students are away, it is their responsibility to catch up on any missed work. Students need to bring all required equipment to class (including charged laptops) and follow the school's assessment policy. It is expected that our students display the REPPS values Please do not hesitate to reach out if you have any questions. Regards,