

# MDS REPORTING PROCEDURES

Reporting at MDS involves communication with parents a minimum of FOUR formal times per year. This reporting takes the following formats throughout the school year:

<b>TERM 1</b>	AC Elaborations rubric and SACE Performance Standards to be completed at the conclusion of each task/unit and updated on Daymap.	Interim reports (traffic lights) as required for students during the term. Learning Conversations on student progress and areas for improvement, organised by sub-school managers in Middle and Senior School through online bookings (school website) and through individual class teachers by teacher or parent request in Primary.
<b>TERM 2 (END OF SEMESTER 1)</b>		Formal written report with subject grade, effort and tick boxes on achievement, care group teacher comment, school activities and Principal comment. Primary reports also include work and social skills indicators and will be provided to parents during Learning Conversations booked with teachers. Middle and Senior reports distributed to students on last day of Term 2.
<b>TERM 3</b>		For Middle and Senior years interim reports (traffic lights) as required for students during the term. Learning Conversations on student progress and areas for improvement, organised by sub-school managers through online bookings (school website). In Primary years the two stars and a wish process will be used with learning conversations at teacher or parent request.
<b>TERM 4 (END OF SEMESTER 2)</b>		Formal written report distributed to students on last day of Term 4 at year levels R - 11. Report includes subject grade, effort and tick boxes on achievement, care group teacher comment, school activities and Principal comment, with the addition of work and social skills indicators for Primary years.

## REPORTING TIMELINES R - 12

<b>TERM 1</b>	<b>Weeks 6-7</b>		<b>Weeks 8-10</b>		
	-Teachers collate student information on areas of success and areas for improvement. -Students prepare information to lead learning conversations		-Primary conversations at teacher or parent request -Student led learning conversations take place as booked. -Students lead discussion and teachers provide further feedback to parents/students.		
<b>TERM 2 MS/SS</b>	<b>Week 3</b>	<b>Week 3→</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	-Assessment task (Sem. 1 Reports) uploaded to DayMap and available for teachers.	-Teachers enter reports <b>directly onto DayMap.</b>	Ensure AC elaborations rubric contains all Semester 1 tasks	-Teachers meet in lieu of staff meeting to check grades/ticks/comments and AC elaborations and SACE performance standards. -Reports are finalised and final edit by sub-school managers. -Principal adds principal comment.	-Reports printed by front office staff. -Reports checked by care group teachers. -Reports photocopied and filed into student files and uploaded onto Daymap. -Reports distributed to Middle and Senior students on final day of term.
<b>Primary</b>	<b>Week 3 -7</b>	<b>Week 7</b>		<b>Week 8 - 10</b>	
	Primary staff writing reports	-Primary reports to Ali for Principal comment -Reports printed by front office staff and checked by care group teachers -Reports photocopied and filed in student files and uploaded onto Daymap		Primary Learning Conversations scheduled and reports provided to parents at meeting	
<b>TERM 3</b>	<b>Weeks 6-7</b>		<b>Weeks 8-10</b>		
	-Teachers collate student information on areas of success and areas for improvement. -Students prepare information to lead round table interview. -Upload Term 3 Personal Interest Reports into Daymap		-Primary learning conversations around 'Stars.....' document -Student led learning conversation take place as booked. -Students lead discussion and teachers provide further feedback to parents/students. -Week 9 upload Semester 2 and Term 3 Personal Interest Reports into Daymap		
<b>TERM 4</b>	<b>Week 2</b>	<b>Weeks 3 - 7</b>		<b>Week 8</b>	<b>Week 9</b>
	-Finish entering Term 3 Personal Interest Reports directly into Daymap	-Teachers enter reports directly onto DayMap.		-Report checking in lieu staff meeting -Reports are finalised and final edit by sub-school managers.	-Principal adds principal comment -Reports printed by front office staff. -Final check by care group teachers. -Reports photocopied and filed into student files. -Reports distributed to students at final assembly and uploaded onto Daymap.


# FORMAL WRITTEN REPORT(Sem 1 & 2):

The written report at the end of semester one is based on either Australian Curriculum or SACE outcomes. These are outlined on the inside front cover of the reporting template.

Character counts apply for the following (this includes spaces). DayMap will not allow you to enter any more than the characters listed below so it is important that teachers adhere to these guidelines.

<b>CARE GROUP TEACHER COMMENT</b>	<b>600 CHARACTERS</b>
<b>SCHOOL ACTIVITIES</b>	<b>200 CHARACTERS</b>
<b>PRINCIPAL COMMENT</b>	<b>200 CHARACTERS</b>

The final printed report takes the format of a double sided A3 page and looks similar to the following:



**MINLATON DISTRICT SCHOOL**

**RECEPTION – YEAR 10**  
**SEMESTER 1 REPORT 2019**  
Tuesday 23<sup>rd</sup> January – Friday 24<sup>th</sup> June

**Joe Bloggs**

Year Level: 3    Care Group: 2/3KH

**ATTENDANCE RATE: 96%**

CONFIDENTIAL – NOT TO BE USED FOR EMPLOYMENT PURPOSES

WORK AND SOCIAL SKILLS	Team	Individual	Group	Community
<b>Accepting responsibility</b>				
Follows rules in learning, striving to achieve personal best				<input checked="" type="checkbox"/>
Seeks help when needed			<input checked="" type="checkbox"/>	
Works independently			<input checked="" type="checkbox"/>	
Follows class and school rules			<input checked="" type="checkbox"/>	
<b>Respecting others</b>				
Listens to others			<input checked="" type="checkbox"/>	
Interacts positively with others			<input checked="" type="checkbox"/>	
Respects rights and opinions of others			<input checked="" type="checkbox"/>	
Uses manners			<input checked="" type="checkbox"/>	
Uses appropriate strategies to resolve conflict			<input checked="" type="checkbox"/>	
<b>Resolving conflict</b>				
Group skills				
Acts as leaders			<input checked="" type="checkbox"/>	
Contributes to group discussions			<input checked="" type="checkbox"/>	
<b>Self Management Skills</b>				
Manages time effectively to complete tasks			<input checked="" type="checkbox"/>	
Is well organized with their book/bag, home learning and taking home and returning notes			<input checked="" type="checkbox"/>	
Follows instructions			<input checked="" type="checkbox"/>	
<b>Informed Choices</b>				
Takes responsibility for own and others' property			<input checked="" type="checkbox"/>	
Arrives at school on time			<input checked="" type="checkbox"/>	
Follows Rules play breaks on time			<input checked="" type="checkbox"/>	
Follows school dress code			<input checked="" type="checkbox"/>	

LEVEL	GRADE	LEARNING AREA	LEARNING OBJECTIVES	LEVEL OF ACHIEVEMENT	COMMENTS
ENGLISH	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in English. They have demonstrated a strong understanding of the English language and have shown excellent writing skills. They have also demonstrated a strong understanding of the English language and have shown excellent writing skills.
MATHS	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Maths. They have demonstrated a strong understanding of the Maths language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Maths language and have shown excellent problem solving skills.
SCIENCE	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Science. They have demonstrated a strong understanding of the Science language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Science language and have shown excellent problem solving skills.
ARTS	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Arts. They have demonstrated a strong understanding of the Arts language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Arts language and have shown excellent problem solving skills.
PE	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in PE. They have demonstrated a strong understanding of the PE language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the PE language and have shown excellent problem solving skills.
MUSIC	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Music. They have demonstrated a strong understanding of the Music language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Music language and have shown excellent problem solving skills.
REASONING	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Reasoning. They have demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills.
REASONING	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Reasoning. They have demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills.
REASONING	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Reasoning. They have demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills.
REASONING	C	POSITIVE	ADAPTIVE	95%	All students have achieved an excellent level of achievement in Reasoning. They have demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills. They have also demonstrated a strong understanding of the Reasoning language and have shown excellent problem solving skills.

## AUSTRALIAN CURRICULUM REPORTING

Grades for R-10 students are allocated based on Australian Curriculum guidelines and are in an A-E format.

Grade	Word Equivalent	A–E indicators - in relation to the achievement standard, the student has demonstrated ...
<b>A</b>	Your child is demonstrating excellent achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>high level capacity to apply knowledge, skills and understandings in new contexts</li> <li>extensive understanding of concepts and key ideas and ability to make connections between them</li> <li>outstanding development of skills</li> <li>comprehensive knowledge of content</li> </ul>
<b>B</b>	Your child is demonstrating good achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>strong capacity to apply knowledge, skills and understandings in new contexts</li> <li>deep understanding of concepts and key ideas</li> <li>high level development of skills</li> <li>thorough knowledge of content</li> </ul>
<b>C</b>	Your child is demonstrating satisfactory achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>capacity to apply knowledge, skills and understandings in new contexts</li> <li>adequate understanding of concepts and key ideas</li> <li>sound development of skills</li> <li>adequate knowledge of content</li> </ul>
<b>D</b>	Your child is demonstrating partial achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>capacity to apply knowledge, skills and understandings in familiar contexts</li> <li>some understanding of concepts and key ideas</li> <li>some development of skills</li> <li>basic knowledge of content</li> </ul>
<b>E</b>	Your child is demonstrating minimal achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>beginning capacity to apply knowledge, skills and understandings in a familiar context</li> <li>beginning understanding of concepts and key ideas</li> <li>initial development of skills</li> <li>limited knowledge of content</li> </ul>
<b>N/A</b>	Not Applicable	Applies to NEP students in some Learning Areas, students who have been absent for a large part of the course or newly arrived students

## SACE REPORTING

Grades for Year 11 and 12 Students (and some Year 10 subjects) are allocated in alignment with SACE (South Australian Certificate of Education) guidelines.

At **SACE Stage 1** Level this includes:

GRADES	DESCRIPTION
A	Outstanding
B	High
C	Satisfactory
D	Minimal
E	Unsatisfactory
N/A	Not Assessed
N	No Result
P	Pending Result
W	Withdrawn

At **SACE Stage 2** Level this includes:

GRADES	DESCRIPTION
A+ A A-	Outstanding
B+ B B-	High
C+ C C-	Satisfactory
D+ D D-	Minimal
E+ E E-	Unsatisfactory
N/A	Not Assessed
I	Insufficient
P	Pending Result
W	Withdrawn

## EFFORT LEVELS:

All students R-12 are allocated an effort level for each subject. At MDS these are based on the following:

Achievement	Word Equivalent
Outstanding	Makes an outstanding effort to complete all tasks.
Very Good	Makes a very good effort to complete all tasks.
Good	Makes a good effort to complete all tasks.
Fair	Makes some effort to complete all tasks, but attempts are inconsistent.
Insufficient	Makes little effort to complete all tasks

he top of each student screen.