

# Schools Reporting

consultation paper

parents



communities



students

employers



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## Foreword

The Queensland Government's extensive Education and Training Reforms for the Future (ETRF) agenda covers all phases of learning and is supported by a significant increase in the investment we make in our schools.

At the heart of these reforms is a commitment to provide the very best education possible for every young Queenslander. We cannot achieve this alone – our schools must work in partnership with students, their parents, employers and the community. To be effective, this partnership needs to be built on an honest and open sharing of information.

The Government firmly believes that students and their parents have a right to know about how well students are doing at school. Students, parents and the community are also entitled to information about the achievements of our schools. It is also important that information on student outcomes is relevant and meaningful for employers.

Queensland schools, both state and non-state, already achieve great outcomes for students and the community. But there is still more that can be done. It is important that we know what information parents need and how best this can be presented to help students and their parents make decisions for the future.

We also need to know what information about school outcomes the broader community needs. Schools mirror the communities they serve and it is essential that this information contributes to school improvement and does not become a simplistic comparison of performance through the publication of unhelpful league tables.

I am pleased to release this consultation paper about how we can improve school reporting to students, parents, school communities, employers and the wider community. The Government has identified a number of key issues that require careful consideration and analysis. I invite you to consider the issues raised and the proposals suggested and to provide your views.

I value your opinion and look forward to receiving your comments as we work together to further improve educational outcomes for young Queenslanders. These issues are a high priority for the Government and I propose to report back to you by the end of this year.



Anna Bligh MP  
Minister for Education and  
Minister for the Arts

April 2004

# Contents

<b>Foreword</b>	
<b>Better information about students and schools</b>	<b>1</b>
<b>What is reporting all about?</b>	<b>1</b>
<b>What research says</b>	<b>1</b>
<b>What happens in Queensland</b>	<b>2</b>
Other initiatives under way	3
<b>Our next steps</b>	<b>3</b>
<b>Principles for effective reporting</b>	<b>3</b>
Proposal 1 — Common principles for effective reporting about students and schools should drive Queensland’s education system across all state, Catholic and independent schools.	3
<b>Better recording of student achievement</b>	<b>4</b>
Proposal 2 — Student identification numbers should be issued to all students from when they first enrol in a Queensland school.	4
<b>Better reporting to students and parents</b>	<b>4</b>
Proposal 3 — The format for reports on the Year 3, 5 and 7 tests should be easy for parents and students to understand.	4
Proposal 4 — All Queensland schools should provide written reports at least twice a year.	5
Proposal 5 — Written reports should be consistent, comprehensive and easy to understand.	5
Proposal 6 — All Queensland schools should establish a relationship with parents early in the year followed by a parent–teacher interview each semester.	6
<b>Better reporting to the school community</b>	<b>7</b>
Proposal 7 — All Queensland schools should produce information annually that provides a complete picture of each school’s performance and outcomes achieved.	7
<b>Better reporting to the community</b>	<b>8</b>
Proposal 8 — Year 12 outcomes for all Queensland schools should be publicly available.	8
<b>Conclusion</b>	<b>9</b>
<b>Bibliography</b>	<b>10</b>
<b>Attachment 1: Revised QSA reporting format</b>	<b>11</b>
<b>Attachment 2: Victorian Certificate of Education School Performance Data — sample of published data</b>	<b>15</b>
<b>Summary of consultation questions</b>	<b>17</b>

## Better information about students and schools

The Queensland Government is building an education and training system that provides the very best education possible and enables every young Queenslander to reach their full potential.

To achieve this objective, stronger partnerships are being built with students, their parents and the community.<sup>1</sup> As part of that partnership, the Government is committed to improving the information that is provided about student and school performance and the outcomes achieved.

Regular reporting to students and their parents helps them plan future learning experiences and improve student learning outcomes. Reporting to the community about schools will help achieve standards of excellence, drive improvement in Queensland schools and improve accountability.

## What is reporting all about?

All schools have reporting systems to provide feedback to students and their parents about individual student outcomes and to the school community about the school's performance. Some of the sources of this information may be reliable and grounded in evidence, and others may not.

Reporting involves detailing how well a child is doing at school. What do they do well? What, if anything, do they need extra help with? What areas require more effort? Reporting is also used to comment on how well schools are performing. What does the school offer? What does it excel in? What could it improve? What makes it distinctive? Overall, do students perform as well as students at similar schools?

Reporting is an issue for all schools. This paper presents proposals for improving the way all Queensland schools, both state and non-state, provide accurate, timely and meaningful information and advice to students, parents, school communities and the broader community. It looks at what information could be provided and how best to provide it.

## What research says

Parents play a critical role in determining how well their children do at school. Research tells us that children do better at school when parents play an active role in their education. Once children start school, parents rely on teachers to tell them how their child is going and how they can help their child achieve his or her full potential.

The importance of high quality reports for improving students' educational experiences cannot be overstated. Research shows that regular feedback allows students and parents to track progress and achieve better outcomes, and provides an early warning system for detecting any problems.

Consistency in reporting across schools is essential to minimise disruptions when children move from one school to another. On average, 25 per cent of students change address each year. When similar reporting strategies are used across schools, everyone benefits. For students and parents, this produces an immediate understanding of what the student report means regardless of the school attended. For teachers and educators it means a similar reporting strategy can be used regardless of where they work. Teachers also benefit from having an immediate sense of a new student's strengths and abilities when he or she joins a class.

Parents are entitled to access information about schools that will help them make informed decisions about their child's future, such as choosing a school, where possible, that has the attributes they value most and that they believe will be of most benefit to their child.

Regular reporting by schools can improve school performance. Schools and education systems need good data to track progress over time, to determine the effectiveness of special programs

<sup>1</sup> In this paper, the term parent refers to parents, caregivers and significant others who have a care-giving role in a student's life.

and targeted resource allocations, to track the impact of policies and to determine the success of initiatives.

When schools are required to regularly report on their performance, they document not only their successes but also areas for improvement. Regular reporting encourages schools to continuously set goals for improvement, to put in place strategies for reaching these goals and to regularly review their performance. This creates a culture of self-evaluation and leads to a process of continuous school improvement, where each year a school aims to do better than it did in the previous year. As well, schools use data to make better decisions. By regularly reviewing performance, schools are better able to identify any potential problems early and to take appropriate action to fix or prevent problems from arising.

## What happens in Queensland

Every year, all schools provide a report to parents about students' outcomes. In some years, all students participate in statewide tests and receive reports about their results. At other times, such as in Year 6 and 10, only a sample of Queensland students participates in a test. At these times, summary results are reported and no reports are provided to parents.

This table shows current reporting arrangements for each year level of school.

Year	Assessment	Schools involved	Report
Each Year 1–12	School-devised assessments	All schools	School report — the content of which is at the discretion of each school. State schools provide reports twice a year.
1–3	The Year 2 Diagnostic Net is a standardised tool used to map children's development in literacy and numeracy.	All state schools and most non-state schools	In Years 1, 2, and 3, schools provide a standard report about each student's development in Reading, Writing and Numeracy. The summary results of Year 2 students are also reported to Queensland Parliament.
3	All students in Year 3 participate in national tests of literacy and numeracy skills.	All schools	The Queensland Studies Authority (QSA) provides a report to parents about each student's results. Summary results are also reported to Queensland Parliament and in national reports.
5	All students in Year 5 participate in national tests of literacy and numeracy skills.	All schools	The QSA provides a report to parents about each student's results. Summary results are also reported to Queensland Parliament and in national reports.
6	Every year a sample of Year 6 Queensland students participates in a national test on Science (2003), Civics and Citizenship (2004) or Information and Communication Technologies (2005).	A sample of students is drawn from all schools	Summary results are reported in state, national and international reports. Parents do not receive reports about individual student performances.
7	All students in Year 7 participate in national tests of literacy and numeracy skills.	All schools	The QSA provides a report to parents about each student's results. Summary results are also reported to Queensland Parliament and in national reports.
10	Every year a sample of Year 10 Queensland students participates in a national test on Science (2003), Civics and Citizenship (2004) or Information and Communication Technologies (2005).  Every three years, a sample of Queensland students (aged 15 years) participates in international tests covering Reading, Mathematical and Scientific Literacy.	A sample of students is drawn from all schools  A sample of students is drawn from all schools	Summary results are reported in state and national reports. Parents do not receive reports about individual student performances.  Summary results are reported in state, national and international reports. Parents do not receive reports about individual student performances.
12	Moderated school-based assessments and the Queensland Core Skills Test	All schools	The QSA provides a Senior Certificate to every student completing Year 12 which records achievement in senior subjects, vocational education and training and other recognised learning. Tertiary Entrance Statements are issued to eligible students.

Note: In 2003 issuing of the Year 10 (or Junior) certificate ceased with the introduction of the ETRF initiative.

## Other initiatives under way

In 2001, the Government established the Assessment and Reporting Taskforce, with expert and stakeholder representation, to devise a suitable assessment and reporting framework for Queensland state schools.

This taskforce found that, within state schools, there was a need to build knowledge and skills in assessing student achievement and to develop a way of reporting the results of assessment in a standardised way for Years 1 to 10.

Since 2002, Education Queensland has provided an extensive range of professional development opportunities to support state school teachers in developing and maintaining high-level assessment skills. More than 21 000 teachers have already benefited from nearly 700 sessions conducted across the state in a professional development program that is available to all state school teachers.

Another component of work related to reporting involves making sure state school curriculum planning gives greater consistency across classrooms and schools, and greater continuity across year levels. Education Queensland and the QSA are working together to produce curriculum planning resources that will provide teachers and parents with a clear understanding of the range, balance and continuity of learning that every Queensland state school student will need as they move into the senior phase of learning.

Work has also been under way in the non-government sector to develop effective ways to communicate student achievement to parents. For example, Brisbane Catholic Education has been developing effective ways to communicate student achievement to their parent communities. Reporting is seen as a process that actively involves students, teachers and parents.

As a result of the ETRF reforms, consideration is being given to a further statewide assessment process in Year 9. There is a view that the current five-year gap in statewide moderated assessment between Years 7 and 12 is too long. A Year 9 assessment could help students to position themselves for senior schooling.

## Our next steps

The Queensland Government believes that a reporting system that provides better information about students and schools should be based on agreed principles, better presentation of written reports, regular reporting on student and school performance, easy-to-understand terms, more opportunities to involve parents and improved methods to keep track of student learning.

Your comments and suggestions on these proposals are important in helping investigate how to build on existing practices to create a reporting system that best meets the needs of students, parents, teachers, employers and the community. Your support and involvement will help develop a shared approach to best-practice reporting that meets the needs of each stakeholder group.

Your feedback is invited on each of the following eight proposals. A summary of the proposals and a feedback form is provided at the end of this paper and is also available electronically at <http://education.qld.gov.au/schools/reporting>.

## Principles for effective reporting

**Proposal 1 – Common principles for effective reporting about students and schools should drive Queensland’s education system across all state, Catholic and independent schools.**

Key principles for effective reporting across all schools are needed to drive the continuous improvement of all Queensland schools. Based on what has been learnt from researchers, educators and parents, these principles should focus on the needs of students, parents and the community and should underpin the reporting initiatives of all schools.

## Proposed principles

1. All students and parents are entitled to confidential reporting that is responsive to individual needs, constructive and used to plan future learning.
2. All students and their parents need to be aware of students' strengths and weaknesses across a broad range of indicators including curricular and extracurricular school activities, and social development.
3. All parents can expect to regularly receive clear and consistent reports on their child's progress and to have opportunities to discuss their child's progress with teachers.
4. All parents should have the opportunity to be involved in the development and implementation of any reporting processes at their school.
5. All parents and the community are entitled to regular and easy-to-understand reporting on how all Queensland schools are performing against their stated philosophy, ethos and educational programs.
6. School communities should have access to information about school performance that uses clear, broad, agreed-upon indicators that avoid superficial comparisons of schools or sectors.

## Have your say

- Do you agree with the proposed principles for school reporting? Yes/No/Don't know
- Should these principles apply to both state and non-state schools? Yes/No/Don't know
- What changes or additions would you make to these principles?
- Will these principles help improve reporting for students and schools? Yes/No/Don't know

## Better recording of student achievement

**Proposal 2 – Student identification numbers should be issued to all students from when they first enrol in a Queensland school.**

With the introduction in 2006 of the Youth Participation in Education and Training Act, all Year 10 students in state and non-state schools will be registered with the Queensland Studies Authority (QSA) and assigned a student number. This will enable students' achievements to be recorded throughout their senior phase of learning.

It is proposed to extend this system of registration to students when they first enrol in formal education. This will help education sectors track the movement and progress of students throughout their school life and potentially provides the technological platform for all students and parents to access information online. Any proposal would be administered under the requirements of privacy laws.

## Have your say

- Would there be benefits from introducing a statewide student number for all Queensland students when they first start school? Yes/No/Don't know
- Should this system be extended across Australia given the increased mobility of families? Yes/No/Don't know

## Better reporting to students and parents

**Proposal 3 – The format for reports on the Year 3, 5 and 7 tests should be easy for parents and students to understand.**

Most Queensland students participate in national literacy and numeracy tests in Years 3, 5 and 7. The results of these tests are shared with parents and are used to help track the progress of students. However, these reports need to be made easier for students and parents to read and understand.

From this year, for the first time, the individual student reports will show how each student performed in comparison to the national benchmarks for Reading, Writing and Numeracy. The national benchmarks are the nationally agreed minimum results expected for students at each year level. Benchmarks represent the minimum acceptable standard without which a student

will have difficulty making progress at school. Teachers will continue to receive detailed reports on all facets of this testing regime.

Attachment 1 shows a revised reporting format developed by the QSA.

#### Have your say

- Do you favour the draft reports presented in Attachment 1? Yes/No/Don't know
- Are these examples easy to understand? Yes/No/Don't know
  - If No, what could be improved to make them easier to understand?

#### Proposal 4 – All Queensland schools should provide written reports at least twice a year.

Schools have many strategies for sharing information with parents and written reports represent an effective way of reporting on student outcomes. Presently, state schools are required to provide formal reports to parents at least once a semester. There are no minimum standard requirements imposed by Government for reporting to parents of students attending non-state schools. There are standards in place governing reporting arrangements in many areas of non-state schooling. As such, it is proposed that all Queensland schools provide written reports on student outcomes at least twice a year. This would be a minimum requirement which should not prevent schools from providing additional written reports.

#### Discussing student progress

At Hillbrook Anglican School, in addition to formal written reports to parents and parent-teacher interviews, teachers and parents are encouraged to be in regular contact on an informal basis to discuss student performance and development. The school encourages teachers and parents to make contact to discuss students' progress. Teachers are encouraged to telephone parents on a regular basis, particularly to convey positive messages, not just when a problem arises.

#### Have your say

- Should all Queensland schools provide written reports on student outcomes at least twice a year? Yes/No/Don't know
- Should schools supplement written reports with additional progress reports during each semester? Yes/No/Don't know
  - If Yes, how regularly?

#### Proposal 5 – Written reports should be consistent, comprehensive and easy to understand.

Schools report student results to parents in a variety of ways. Some schools report on the progress students have made to achieving learning outcomes and use terms such as Beginning, Emerging and Competent. Others use a five-point scale through the use of terms such as Very High Achievement, High Achievement, Sound Achievement, Limited Achievement, Very Limited Achievement, or A, B, C, D, and E.

Given the diverse range of educational experiences available in Queensland schools, no single approach to reporting is likely to meet the needs of all students and their communities. However, it is possible to introduce a consistent framework for written reports that may include a common results scale which is easily understood by both parents and students. It is acknowledged, however, that for some students and schools the use of a common results scale may be inappropriate.

### **Proposed framework for written reports**

The following framework could create greater consistency in the written reports that are provided by Queensland schools for all students.

#### **Areas of learning**

Outlines the areas of learning the student has covered in the reporting period — for example, subjects, key learning areas, rich tasks, vocational educational programs.

#### **Results**

Records how well the student achieved in each area of learning in the reporting period.

A common five-point scale could be used to report results. The scale could use terms that indicate the student's progress in relation to the standard expected at the year, such as:

Very high standard

High standard

Satisfactory standard

Approaching standard expected at this year

Below standard expected at this year

The above results scale may not be the best option for students at particular stages of development, students with special needs, or for specific schools or schooling sectors.

#### **Attendance**

Records the number of days the student was absent from school.

#### **Additional sections**

To be determined by the school in consultation with the school community, but may include the following:

##### **Attributes**

Information about how well the student has developed personally and socially. While the information could relate to areas of learning, it would provide additional detail that adds value to the report. Possible examples include: study habits, social development, behaviour, attitude, homework, citizenship, and participation in extracurricular activities such as music and sport.

##### **Areas for further development and extension**

Details of any aspect of learning and extracurricular activity that required further development and would provide options for parents to help their child achieve more. This would also cater for gifted and talented students.

##### **Student views**

Students would self-evaluate their performance over the period of the report and outline their goals for the next period.

### **Have your say**

- Does the proposed framework for written reports in Proposal 5 include the information you believe a written report must cover? Yes/No/Don't know. Why?
- Should all schools be required to adopt a five-point results scale as outlined in Proposal 5? Yes/No/Don't know
- Would the common five-point results scale and terms proposed meet the requirements of parents and students for information on student progress? Yes/No/Don't know
- Are the terms appropriate for the early phase of learning, Years 1 to 3? Yes/No/Don't know — If No, what terms do you suggest for these years?
- Should the report show how each student is performing in comparison to others? Yes/No/Don't know
- Should the report show how each student is performing in comparison to his/her previous performance? Yes/No/Don't know

**Proposal 6 – All Queensland schools should establish a relationship with parents early in the year followed by a parent–teacher interview each semester.**

Many schools have innovative strategies and excellent practices for involving parents in the education of their children. These schools have typically invested significant amounts of time and

resources into working with their students, parents and local community to develop strategies that best suit their own community.

To establish a relationship early in the year, some schools hold school open days so that families can visit the classroom, meet the teachers, and see what students are experiencing. Other schools hold breakfasts or evening barbecues for staff, students and parents. Parent–teacher interviews early in the school year are another way to establish positive relationships between the school and parents.

### Bringing the school to the community

In 2003 the teachers from Murgon State High School travelled to Cherbourg to hold a parent–teacher night. Later that year, the Cherbourg community including parents, students and elders, with the assistance of the Cherbourg Shire Council, visited the school. This has helped forge new relationships and stronger links between the community and the school.

Best-practice schools tailor regular discussions about student progress to fit the needs of parents, including:

- providing a choice of interview times so that all parents can attend
- sending letters to parents before the interview to indicate what questions the teacher would like to ask and possible questions the parents may like to ask the teacher
- visiting some families at home or other places outside the school, which can be valuable for parents who are uncomfortable about visiting the school
- making special arrangements for families who are not fluent in English and acknowledging cultural differences.

The involvement of students in parent–teacher interviews enables students to take more responsibility for their own learning and to have their opinions considered.

### Students taking the lead

At Varsity College, students in Years 7–9 attend the parent–teacher interviews and lead the discussion. These students show their parents and teachers examples of their work and explain the objectives of the task, the skills they applied, how they performed against the objectives and why they were awarded the grading they received. This process requires students to analyse their own performance (with teacher guidance) and communicate it to their parents. Teachers support students during the interview to ensure that other aspects of performance such as working in teams or groups, and behaviour, are addressed.

### Have your say

- What is the best way for all schools to establish a relationship with parents early in the school year?
- Should schools conduct parent–teacher interviews at least once a semester to discuss student reports? Yes/No/Don't know
- What should be the minimum time for each interview?
- What other actions could schools take to encourage greater involvement by parents in their child's education?

### Better reporting to the school community

**Proposal 7 – All Queensland schools should produce information annually that provides a complete picture of each school's performance and outcomes achieved.**

In Queensland, we have a comprehensive range of information about our state schools that allows them to see how they are progressing and how they compare with other state schools.

## Parent forum

Petrie Terrace State School conducts parent forums to encourage parents to get involved in the school. The forums occur at least once a term and cover a range of topics such as behaviour management, grants and facilities, teaching philosophies or any subject of interest. With a focus on information sharing, the meetings are well received by the school community.

Through the collection of extensive school-based information, Education Queensland has implemented a school improvement and accountability framework in the state school system. Each year, every state school prepares a school annual report and operating plan, and every three years, conducts a school review as part of quality assurance processes. The content, format and distribution of these reports are mostly at the discretion of the school.

Non-state schools, once they have been accredited, are required to report annually to the school community on the results of their school improvement processes. They are required to document their school improvement strategies and priorities and report on their achievements and progress towards these goals. Non-state schools also report to the Non-State Schools Accreditation Board through cyclical school reviews on their continuing compliance with legislated accreditation criteria. Most schools also publish a wealth of information in their prospectuses.

It is proposed that every Queensland school should produce information annually that is accessible through a dedicated website and includes statistics and explanations that are targeted to the needs of parents and the broader community to provide a complete picture of a school's outcomes.

The information that could be made available includes:

- subjects offered at the school
- performance on Year 2 Diagnostic Net with comparisons to the state average
- performance on statewide tests (e.g. Year 3, 5, 7) with comparisons to the state average and national benchmarks
- ratio of computers to students
- information about student destinations after leaving secondary school (e.g. university, TAFE, employment, other)
- a summary of student, parent and teacher satisfaction with the school
- retention/completion rates for the senior phase of learning
- a summary of staff skills and professional development undertaken during the year
- school progress toward targets identified in its previous annual report
- social climate of the school including behaviour management strategies and relationships with the broader community, such as employers and industry
- strategies used for involving parents in their child's education.

### Have your say

- Would the provision of information listed under Proposal 7 help parents when making decisions about their child's future learning? Yes/No/Don't know
- What sort of information would you find helpful to get a well-rounded impression of what schools are achieving?
- Should all schools produce information annually that is accessible through a dedicated website? Yes/No/Don't know

## Better reporting to the community

### Proposal 8 – Year 12 outcomes for all Queensland schools should be publicly available.

Given the significant level of government and personal investment in education, the Government is also investigating options for providing more detailed information to the broader community.

From 2006, the law will change to ensure that all young people in the senior phase of learning are either 'learning or earning'. As well, a new Senior Certificate is being developed to meet the aspirations of Queensland students.

In Victoria, student outcome data is shared with the community through the release of the Victorian Certificate of Education School Performance Data. Examples of recent reports are presented in Attachment 2.

It is proposed in Queensland to publish Year 12 outcomes for all schools using data from the Senior Certificate.

The report, published in December of each year, would include data on all state and non-state schools offering the Senior Certificate. The report would highlight the diverse range of pathways that students pursue in the senior phase of learning and the breadth of programs offered by Queensland schools.

Possible options for this report include:

- learning options and number of enrolments in each — for example, the number of Authority and Authority-Registered subjects and the number of VET certificates
- percentage of school completions
- indicators of student performance, for example
  - the median OP score for the school
  - the number of Year 12 students seeking an OP score who gained a score between 1 and 10
  - the number of Year 12 students who achieved a result of sound or above in three or more QSA subjects
  - the number of Year 12 students seeking a VET certificate who gained one.

A second report, published midyear, would provide information on the post-school destinations of Queensland Year 12 students. This report could include:

- university study
- vocational education and training
- apprenticeship or traineeship arrangements
- part-time or full-time work
- looking for work
- engaged in other activities.

The information would then be published in major newspapers across Queensland. It is proposed to publish the data listing schools in alphabetic order and carrying text on what the data means and what conclusions can and cannot be drawn from it. This proposal is not about generating school ranking systems such as simplistic league tables.

In schools with low numbers of Year 12 students, there are real concerns that it may be possible to identify individual students from the data presented. To counter this concern, data from schools with small numbers of Year 12 students (for example, 15 students or less) would be exempt from publication.

#### Have your say

- Do you favour the model outlined in Proposal 8? Yes/No/Don't know
- Has the core information that would be of benefit to students, parents and the broader community been covered in the proposed reports? Yes/No/Don't know
- Is there any other information you would like included?

## Conclusion

Your comments and feedback on these proposals are a vital part of improving Queensland's education system. Please complete the form below and return it by 30 June 2004 to:

Strategic Policy and Education Futures Division, Department of Education and the Arts  
PO Box 33, Brisbane Albert St QLD 4002  
Fax: 07 3237 1175  
Email: StrategicPolicy@qed.qld.gov.au

All responses will be collated and reports posted on the Department of Education and the Arts website at <http://education.qld.gov.au>

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## Attachment 1: Revised QSA reporting format

Queensland Years 3, 5 and 7 Literacy and Numeracy Tests	
2004	<b>37</b>
	<b>Student's name</b> <b>Year 3</b> <b>School</b>
DRAFT	<b>Dear Parents/Carers</b> This report describes your child's results in the Queensland Year 3 Literacy and Numeracy Tests. As the results in this report form only part of the information about your child's achievement for the year, it is important that you consider these results along with other assessment information gathered by the school. The Queensland Years 3, 5 and 7 Literacy and Numeracy Tests were taken by more than 155,000 students in over 1400 schools throughout Queensland. These tests are part of a national testing program that includes all states and territories in Australia. Your child was tested in the following areas: <b>Literacy:</b> reading and viewing, writing and spelling <b>Numeracy:</b> measurement and data, number and space. If you would like further explanation, your child's school has more information about the tests. Yours sincerely Kim Bannikoff <b>Director</b> <b>Queensland Studies Authority</b>
	 Queensland Studies Authority

## What the results mean

The comments in this section describe average results.

### Literacy

#### Reading and Viewing

Students generally understand well-structured written material that deals with topics that are familiar to or of interest to them. They are able to find specific information and draw simple conclusions when reading or viewing that material. Students generally recognise and understand the purpose of this written material.

#### Spelling

Students generally use the look of words, their sounds, function and meaning to spell words that they use often in their writing, for example *house*, *looked* and *eight*.

#### Writing

Students generally write about topics that are of interest to them. They are able to logically order two or more ideas. Students usually construct and punctuate simple sentences well and may use more complex sentences when they want to add interest to their writing.

### Numeracy

#### Measurement and Data

Students compare, order and measure (in centimetres), in order to solve everyday problems. They read and record the time.

Students interpret information displayed on simple graphs and in tables, and make statements about the likely occurrence of familiar events.

#### Number

Students generally use mental, written and electronic calculations to solve a variety of everyday problems that require an understanding of the relationships among numbers.

#### Space

Students commonly identify and visualise 2-D and 3-D shapes and objects, and recognise the same shape in a different orientation. They locate positions on simple grids and maps using directions such as left and right, north and south.

2004

DRAFT V7

## Your child's results at a glance

### Legend

 Your child's results.

  
The average results for students in Queensland at this year level.

   
The results for most students in Queensland.

  
The national benchmark. This is the minimum result expected at this year level. There are benchmarks for reading, writing and overall numeracy only.

### Literacy

#### Reading & viewing



#### Writing



#### Spelling



### Numeracy

#### Overall



#### Measurement & data



#### Number



#### Space



2004

3

2004 Queensland Year 3 Test — Aspects of Literacy

Details provided by the student

Preparation time in LPHS, when done

Year level

Details provided by the teacher

The system was prepared by

Reading

Writing

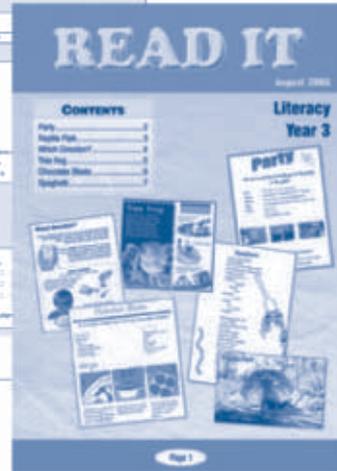
Speaking

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
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3

2004 Queensland Year 3 Test — Aspects of Numeracy

Details provided by the student

Preparation time in LPHS, when done

Year level

Details provided by the teacher

The system was prepared by

Reading

Writing

Speaking

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
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DRAFT V7

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## Attachment 2: Victorian Certificate of Education School Performance Data – sample of published data

School	Locality	Number of level 3/4 VCE Studies	Number of VET Certificates	Availability of IB	Number of students enrolled in level 3/4 VCE studies	Number of students enrolled in VET Certificates	Number of students enrolled in VCAL	Percent applying for tertiary places	Percent satisfactory VCE completions	Percent satisfactory VET module completions	Median Study Score	Percent 40+ Study Scores
Academy of Mary Immaculate	Fitzroy	38	1		127	14		95	99	33	32	9
Aitken College	Greenvale	21	3		48	6		85	100	92	30	5
Albert Park College	Albert Park	37	13		101	33	18	66	94	74	23	1
Alexandra SC	Alexandra	24	4		93	39	15	88	100	69	30	5
Alia College *	Hawthorn East	17			12			78	89	29	29	4
Alphington GS	Alphington	24	3		91	24	1	92	98	95	28	1
Altona SC	Altona	27	12		107	163	29	65	85	70	24	0
Apollo Bay P-12 College	Apollo Bay	19			27			90	100		30	11
Aquinas College	Ringwood	42	14		306	96		88	100	96	32	9
Ararat Community College	Ararat	28	15		107	101	12	46	99	81	26	1
Ashwood SC	Ashwood	27	6		84	5		82	97	43	29	5
Assumption College	Killmore	36	22		276	84	12	95	100	87	30	6
Ave Maria College	Aberfeldie	35	3		232	31		95	100	49	31	10
Avila College	Mount Waverley	37	6		220	16	19	91	99	91	33	4
Bacchus Marsh College	Bacchus Marsh	30	12		164	113	19	73	98	65	28	3
Bacchus Marsh Grammar	Bacchus Marsh	22	10		67	23		81	100	62	31	3
Bairnsdale College	Hamilton	28	19		109	64	21	63	97	68	28	4
Bairnsdale SC	Bairnsdale	40	29		270	185	27	70	96	67	28	6
Bairrat HS	Bairrat	37	37		306	129	27	72	95	66	29	5
Bairrat and Clarendon College	Bairrat	37	13		213	20		90	100	80	35	22
Bairrat Christian College	Sebastopol	13	2		26	2		57	100	88	29	6
Bairrat GS	Bairrat	41	8		297	62		92	100	63	35	23
Bairrat SC	Wendouree	50	33		240	155	30	49	88	81	27	3
Balmoral HS *	Balmoral	19	6		14	7		100	100	62	29	0
Balwyn HS	Balwyn North	44	3		504	6	17	48	99	89	35	20
Bankia SC	Heidelberg West	24	7		96	7		96	100	27	24	3
Bayside Christian College	Frankston	26	7		41	12		65	100	96	30	7
Bayside College	Newport	49	12		237	162	11	51	93	93	26	1
Bayswater SC	Bayswater	27	24		50	37	10	51	98	73	26	1
Bayview College	Portland	23	6		35	25		74	95	89	29	9
Bearcreech College	Pakenham	39	6		274	11		85	99	72	31	8
Beaufort SC	Beaufort	18	8		32	10		61	91	73	28	5
Beechworth SC	Beechworth	26	8		68	57	9	79	100	72	31	4
Bellarine SC	Drysdale	39	20		185	82	24	63	92	68	29	4
Bellarine HS	Belmont	40	31		266	90		81	98	75	30	4
Belmont HS	Belmont	49	42		260	344	23	71	87	63	30	7
Benalla College	Benalla	70	74		1269	510	101	66	95	69	30	6
Benlago Senior SC	Bendigo	33	8		116	92	6	58	92	55	28	4
Bentleigh SC	Bentleigh East	38	20		333	99	69	68	92	72	28	5
Berwick SC	Berwick	21			97			98	100	34	19	19
Beth Rivkah Ladies College	East St Kilda	29			148			100	100		36	31
Bialik College	Hawthorn East	41	14		188	75		85	100		32	9
Billamook College	Mooroolbark	19	7		23	13		94	100		32	11
Birchip P12 School	Birchip	37	2		222	2		90	99	33	31	10
Blackburn HS	Blackburn	20	3		28	8		89	100		34	14
Boort SC	Boort	31	20		131	80	31	47	92	76	27	6
Boronia Heights College	Boronia	32	5		79	59	21	63	96	55	22	1



## Summary of consultation questions

This questionnaire is available electronically at <http://education.qld.gov.au/schools/reporting>.

**Proposal 1 – Common principles for effective reporting about students and schools should drive Queensland’s education system across all state, Catholic and independent schools.**

### Have your say

- Do you agree with the proposed principles for school reporting? Yes/No/Don’t know
- Should these principles apply to both state and non-state schools? Yes/No/Don’t know
- What changes or additions would you make to these principles?
- Will these principles help improve reporting for students and schools? Yes/No/Don’t know

**Proposal 2 – Student identification numbers should be issued to all students from when they first enrol in a Queensland school.**

### Have your say

- Would there be benefits from introducing a statewide student number for all Queensland students when they first start school? Yes/No/Don’t know
- Should this system be extended across Australia given the increased mobility of families? Yes/No/Don’t know

**Proposal 3 – The format for reports on the Year 3, 5 and 7 tests should be easy for parents and students to understand.**

### Have your say

- Do you favour the draft reports presented in Attachment 1? Yes/No/Don’t know
- Are these examples easy to understand? Yes/No/Don’t know
  - If No, what could be improved to make them easier to understand?

**Proposal 4 – All Queensland schools should provide written reports at least twice a year.**

### Have your say

- Should all Queensland schools provide written reports on student outcomes at least twice a year? Yes/No/Don’t know
- Should schools supplement written reports with additional progress reports during each semester? Yes/No/Don’t know
  - If Yes, how regularly?

**Proposal 5 – Written reports should be consistent, comprehensive and easy to understand.**

### Have your say

- Does the proposed framework for written reports in Proposal 5 include the information you believe a written report must cover? Yes/No/Don’t know. Why?
- Should all schools be required to adopt a five-point results scale as outlined in Proposal 5? Yes/No/Don’t know
- Would the common five-point results scale and terms proposed meet the requirements of parents and students for information on student progress? Yes/No/Don’t know
- Are the terms appropriate for the early phase of learning, Years 1 to 3? Yes/No/Don’t know
  - If No, what terms do you suggest for these years?
- Should the report show how each student is performing in comparison to others? Yes/No/Don’t know
- Should the report show how each student is performing in comparison to his/her previous performance? Yes/No/Don’t know

**Proposal 6 – All Queensland schools should establish a relationship with parents early in the year followed by a parent–teacher interview each semester.**

### Have your say

- What is the best way for all schools to establish a relationship with parents early in the school year?
- Should schools conduct parent–teacher interviews at least once a semester to discuss student reports? Yes/No/Don’t know
- What should be the minimum time for each interview?
- What other actions could schools take to encourage greater involvement by parents in their child’s education?

**Proposal 7 – All Queensland schools should produce information annually that provides a complete picture of each school’s performance and outcomes achieved.**

**Have your say**

- Would the provision of information listed under Proposal 7 help parents when making decisions about their child’s future learning? Yes/No/Don’t know
- What sort of information would you find helpful to get a well-rounded impression of what schools are achieving?
- Should all schools produce information annually that is accessible through a dedicated website? Yes/No/Don’t know

**Proposal 8 – Year 12 outcomes for all Queensland schools should be publicly available.**

Should information collected from all school annual reports be available on a dedicated website for easier access for people interested in a school’s performance and achievements? Yes/No

**Have your say**

- Do you favour the model outlined in Proposal 8? Yes/No/Don’t know
- Has the core information that would be of benefit to students, parents and the broader community been covered in the proposed reports? Yes/No/Don’t know
- Is there any other information you would like included?

Thank you for taking the time to provide your feedback. Please return this form and an attachment with your written responses by 30 June 2004 to: Strategic Policy and Education Futures Division, Department of Education and the Arts, PO Box 33, Brisbane Albert St QLD 4002 Fax: 07 3237 1175 Email: StrategicPolicy@qed.qld.gov.au

**To assist us in collating this information, please advise:**

1. Are you a: (tick as many as apply)

- Parent
- Student
- Teacher
- Employer
- School principal
- Other school staff?
- Other (please specify) \_\_\_\_\_

If you are representing an organisation, please state the name of the organisation \_\_\_\_\_ and your title of office \_\_\_\_\_

2. Do you have any children who are currently attending school?

- Yes, Please go to Q3
- No, Please go to Q 5

3. Do they attend:

- A state school?
- A Catholic school?
- An independent school?

4. Please indicate the year level(s) of your children at school:

Preschool/prep year    1        2        3        4        5        6        7        8  
9    10    11    12    Other \_\_\_\_\_

5. What is your highest educational qualification?

- Beyond Year 12
- Completed senior high school (Year 12)
- Completed primary school or junior high school (up to Year 10)
- Other (please specify) \_\_\_\_\_

6. If you live in Australia, what is your postcode? \_\_\_\_\_ If you live overseas, please specify where \_\_\_\_\_

7. Would you like to be kept up to date about the progress of this paper’s consultation? Yes/ No

If yes, please provide your contact details:

Name \_\_\_\_\_

Postal address \_\_\_\_\_

Email \_\_\_\_\_

Please tick preferred communication method.