OLSCC recognises in Prep - Year 2:

- transition, continuity and equity for young learners is essential to their academic journey;
- the importance of rich conversations with parents about their child’s progress provides a greater picture and indication of teaching and learning rather than simply a written report;
- conversations with parents offer improved opportunities to reflect on the individual child as a learner and relate their learning to the ACARA and QSA guidelines and curriculum.

ACARA states that the reframing of the descriptors in the Australian Curriculum context is a reminder to view and discuss a child as a competent and capable learner at the start of their first years of schooling, connected to their prior experience and always as changing and becoming. This is best done by:

- an easily understood, accurate and objective assessment of a child’s progress and achievement for twice-yearly reporting to parents/carers
- alignment between assessment of a child’s achievement and the Australian Curriculum achievement standards, based on the quality of a child’s work within a reporting period
- an equivalent five-point reporting scale that is clearly defined against the Australian Curriculum content and achievement standards and usable with Queensland curriculum content. In Prep the descriptors for this five-point scale are: Applying (AP); Making Connections (MC); Working With (WW); Exploring (EX); and Becoming Aware (BA). In Year 1-2 the grade standards are summarized A-E.

The P-2 Reporting Framework also states, “Rich conversations provide a snapshot of learning to parents/carers and indicate the teaching and learning focus required to extend the child’s learning. In these formal reporting conversations, teachers may have opportunities to offer reflections on the child as a learner and relate this to the Australian Curriculum general capabilities.”

At OLSCC we believe the report offers a ‘snapshot’ of learning to parents and carers but accompanied by rich conversations, a report card and a parent teacher interview, will provide a more detailed and deeper understanding of their child’s academic progress.

The following modifications to take effect Term 2 2012:

| Term 1 | Interim Report  
| Parent Teacher Interview  
| Summary of Parent Teacher interview to be kept in students Red Folders and scanned to T-Drive |

| Term 2 | Report Card with Achievement Level, Effort Rating, Course Descriptions and Social Learnings’  
| Parent Teacher Interview where parents will be given child’s Report Card  
| Summary of Parent Teacher interview to be kept in students Red Folders and scanned to T-Drive  
| If a student is leaving the College a general comment including literacy, numeracy and behavior is required. |

| Term 3 | Parent Teacher Interview  
| Summary of Parent Teacher interview to be kept in students Red Folders and scanned to T-Drive |

| Term 4 | Report Card with Achievement Level, Effort Rating, Course Descriptions and Social Learnings  
| Parent Teacher Interview where parents will be given their child’s Report Card  
| Summary of Parent Teacher interview to be kept in students Red Folders and scanned to T-Drive  
| If a student is leaving the College a general comment including literacy, numeracy and behavior is required. |