

HOLY CROSS COLLEGE MIDDLE AND SENIOR SCHOOL REPORT EXPLANATION



At Holy Cross College, our students' effort and achievement are outlined in either the Interim, Semester 1 and Semester 2 reports. These reports display a number of components, which are outlined below.

Learning Advisor Attributes

The Learning attributes are provided by the Learning Advisor who meets with the student regularly to reflect on their progress and to set goals. In Years 7 - 9, the Learning Advisor is the House Tutor Group teacher.

Inter-relationships, Faith and Enrichment Attributes

The House Tutor oversees the development of each student in a holistic way. The House Tutor evaluates the student's progress in the areas of Inter-relationships and Faith within the College's LIFE curriculum. The Enrichment section details all activities in which the student has engaged outside of normal school hours, such as drama productions, various clubs and sporting activities offered at the College.

Work Habit Indicators

The first area of each subject refers to the student's work habits. These indicators relate to the way in which the student approaches a subject. Development in this area is important as it can result in an improvement in the child's overall achievement.

Senior School Reports

Student reports will display an examination and semester mark for Senior School courses that include an examination as part of the assessment schedule. Students studying a Certificate course at the College will receive a grade of either N (Not Competent) or C (Component).

Students will also have their Online Literacy and Numeracy Assessment (OLNA) status displayed on their report. OLNA achievement is required for Yr12 WACE graduation. More information can be found on the link: <https://senior-secondary.scsa.wa.edu.au/assessment/olna>

OLNA Achievement Categories

- Category 3 – Students who have met the standard through the OLNA.
- Category 2 – Students who have not yet demonstrated the standard and may require specific learning interventions.
- Category 1 – Students who have not demonstrated the standard and require specific learning interventions.

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Grades

Student achievement for each subject will reflect the child's progress based around a five-point scale and a percentage mark for each course will also be given. There is no grade or percentage for Literacy, Learning for Life and Big Ideas.

Students are allocated a grade in relation to a standard. The A-E grade scale describes expected achievement at each year level for each learning area. The scale describes:

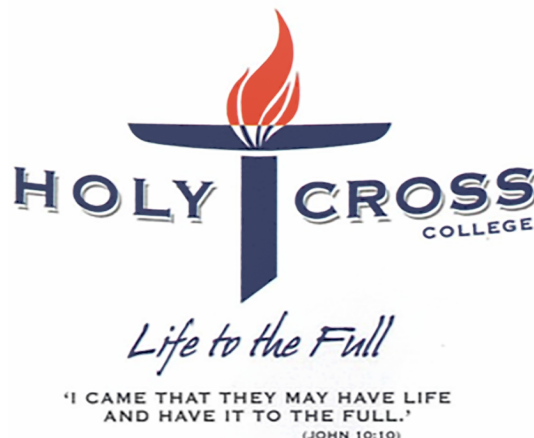
- The depth of knowledge and understanding.
- The range of skills typically shown by students working at that year level.

Reporting against the WA curriculum must reflect the School Curriculum and Standards Authority grades and achievement descriptors. Learning areas at College have specific grade cut off's and achievement standards which are assigned by the subject Learning Area Coordinator in consultation with SCSA requirements.

<u>Letter Grade</u>	<u>Achievement Descriptor</u>
A Excellent	<i>The student demonstrates excellent achievement of what is expected for this year level.</i>
B High	<i>The student demonstrates high achievement of what is expected for this year level.</i>
C Satisfactory	<i>The student demonstrates satisfactory achievement of what is expected for this year level.</i>
D Limited	<i>The student demonstrates limited achievement of what is expected for this year level.</i>
E Very low	<i>The student demonstrates very low achievement of what is expected for this year level.</i>

Achievement standards describe the expected accomplishments for students who have been taught all aspects of the curriculum content for the year of schooling. A-E judgements are made at the end of each semester. Students who have achieved an A or B grade are producing work above the expected standard. Students who are achieving below a C grade are not producing work that reflects the expected standard for their year.

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Individual Education Plans

Students with an Individual Education Plan (IEP) are exempt from formal reporting requirements; these reports refer to the specified outcomes outlined as their goals on the child's IEP for each subject. For more information please contact the College's Learning Enrichment Coordinator.

Interim Reports

Interim reports are issued after a term of work has been completed at the start of a new academic year. These reports provide an overview of a student's behaviours in class, in both pastoral and academic domains. This includes the student's effort, achievement, participation, use of digital resources, homework, courtesy and co-operation in each course of study.

<u>Achievement Standard</u>	<u>Achievement Descriptor</u>
Outstanding	<i>The student demonstrates excellent achievement of what is expected for this year level.</i>
Highly Competent	<i>The student demonstrates high achievement of what is expected for this year level</i>
Competent	<i>The student demonstrates satisfactory achievement of what is expected for this year level.</i>
Needs Work	<i>The student demonstrates limited achievement of what is expected for this year level.</i>
Not Demonstrated	<i>The student demonstrates very low achievement of what is expected for this year level.</i>

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Big Ideas

Students do not receive a grade for Big Ideas. The "6 Cs" represent some of the learning skills taught to students, with the aim of developing visionary young people who embrace their changing world with confidence and optimism. The report ratings are from **Limited Evidence** through to **Proficient** and should be understood as a "snapshot in time" for the work presented, and the processes demonstrated, for that year level. Different year levels will work on different "Cs" at different times, but all will be covered over the course of the year.

<u>"C" Criteria</u>	<u>Explanation of "C"</u>
Critical Thinking	Critical Evaluation, Making Connections, Application, Deep Thinking
Creativity	Leadership, Innovation, Inquiry, Curiosity
Communication	Delivering, Articulating, Synthesising, Reflecting
Collaboration	Decision Making, Responsibility, Collective Capacity, Negotiation
Citizenship	Deep Understanding, Problem Solving, Engagement with Global Issues
Character	Tenacity, Grit, Perseverance, Resilience