

Reporting in P–2

Advice on implementing the Australian Curriculum P–10

This is the third of three interim information statements providing advice specifically about Prep–Year 2 (P–2). This statement includes advice on:

- reporting for P–2 in the transition to the Australian Curriculum
- the use of a P–2 standards-based reporting framework
- differences between using the framework when reporting for Prep and Years 1–2.

Other information statements provide interim advice about:

- Planning learning in P–2
- Assessment in P–2.

Relevant advice in these statements will inform the development of P–2 planning learning, assessment, and reporting guidelines which will be available in early 2012.

The information statement has been developed by the Queensland Studies Authority (QSA), in consultation with Queensland's school sectors (Education Queensland, Queensland Catholic Education Commission, Independent Schools Queensland) and early years educators.

P–2 reporting in the transition to the Australian Curriculum

The development of a P–2 reporting framework supports the National Education Agreement (2009) and the *Schools Assistance Act 2008* and offers:

- 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.

The P–2 reporting framework values transition, continuity and equity for young learners. It uses language that describes and supports a capable and changing learner connected to their prior experience, and that is appropriate to a child in their first years of school.

Queensland's school sectors could develop an equivalent or modified framework to meet the needs of young learners in their school communities. An equivalent or modified framework should align to the requirements in the National Education Agreement and the Schools Assistance Act and continue to value transition, continuity and equity.

The P–2 reporting framework

The P–2 reporting framework:

- is for use across the early years of learning from Prep to Year 2
- uses an equivalent five-point scale
- uses the Queensland *Early Years Curriculum Guidelines (EYCG)* phase descriptor *names* — but does not refer to the *content* or replicate the *purpose* of *EYCG* phase descriptors.

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.

Using the P–2 reporting framework

Table 1 describes the reporting framework and provides descriptors for the equivalent five-point scale — Applying, Making connections, Working with, Exploring, and Becoming aware.

The Applying, Making connections, and Working with descriptors of the scale align with the expected level of achievement described in the Australian Curriculum achievement standards.

Table 1: Describing children’s achievement using a five-point scale in P–2

Applying (AP)
The patterns of evidence across the reporting period typically demonstrate application of curriculum content and a thorough understanding of concepts, facts and procedures that can be applied in new situations. The patterns of evidence in the child’s folio reflect a high level of application of skills that can be transferred to new situations.
Making connections (MC)
The patterns of evidence across the reporting period typically demonstrate an informed connection to curriculum content and a thorough understanding of concepts, facts and procedures. The patterns of evidence in the child’s folio reflect a high level of application of skills in familiar situations with beginning transference to new situations.
Working with (WW)
The patterns of evidence across the reporting period typically demonstrate working with curriculum content and an understanding of the required concepts, facts and procedures. The patterns of evidence in the child’s folio reflect an application of skills in familiar situations.
Exploring (EX)
The patterns of evidence across the reporting period typically demonstrate an exploration of curriculum content and an understanding of aspects of concepts, facts and procedures. The patterns of evidence in the child’s folio reflect a variable application of skills in familiar situations.
Becoming aware (BA)
The patterns of evidence across the reporting period typically demonstrate a beginning awareness of curriculum content and a basic understanding of obvious concepts, facts and procedures. The patterns of evidence in the child’s folio reflect a beginning application of skills in familiar situations.

Reading the five-point scale in P–2

Each descriptor in the five-point scale for P–2 identifies three important elements of the learning process — the learning contexts, quality of knowledge and understanding, and quality of skills. The descriptors in Table 1 identify:

- the application of curriculum content through statements of context, e.g. understanding “in new situations” and skills “in familiar situations”
- the quality of knowledge and understanding, e.g. “thorough understanding of concepts, facts and procedures”
- the quality of skills, e.g. “a high level of application of skills”.

Using the P–2 reporting framework in 2012–13

The P–2 reporting framework may be combined with elements of the school’s existing reporting framework/s in the transition to the Australian Curriculum. School sectors will provide further advice and reporting requirements.

Reporting in Prep

In Prep, children will engage with the Australian Curriculum learning areas of English, Mathematics and Science; and the Queensland *EYCG* early learning areas of Active learning processes, Social & personal learning, Health & physical learning, and Language learning & communication, including a specific focus on Oral language.*

For clarity of reporting in the transition phase:

- use the P–2 reporting framework (or school-sector equivalent) to report on children’s achievements in Australian Curriculum learning areas (see Figure 1)
- use written comments guided by the behaviours identified in the *EYCG* phase descriptors for *EYCG* early learning areas (see Figure 2).

Reporting in Years 1 and 2

In Years 1 and 2, children will engage with the Australian Curriculum learning areas of English, Mathematics and Science; and the Queensland *Essential Learnings* for the remaining key learning areas.

For clarity of reporting in the transition phase, use the P–2 reporting framework (or school-sector equivalent) to report on children’s achievements in:

- Australian Curriculum learning areas (see Figure 1)
- *Essential Learnings* key learning areas (see Figure 2).

* Oral language development is an important curriculum focus in Prep. Over time teachers will build Oral language into their delivery of the Australian Curriculum: English and the general capabilities.

Figure 1: Reporting learning areas where the Australian Curriculum is available

Use the P–2 reporting framework (or school-sector equivalent) with:			
	Main curriculum	P–2 reporting framework descriptors*	
Prep, Year 1 & Year 2	Australian Curriculum content descriptions and achievement standards	Applying	AP
		Making connections	MC
		Working with	WW
		Exploring	EX
		Becoming aware	BA
* The P–2 reporting framework uses <i>EYCG</i> phase descriptors in name only and does not refer to the content or purpose of <i>EYCG</i> phase descriptors.			

Figure 2: Reporting learning areas where the Australian Curriculum is not available

Use the P–2 reporting framework (or school-sector equivalent) with:		
	Main curriculum	P–2 reporting framework descriptors*
Prep	<i>Early Years Curriculum Guidelines</i>	Comment on early learning areas of the <i>EYCG</i>
Year 1 & Year 2	<i>Essential Learnings</i>	Report on key learning areas with <i>Essential Learnings</i> in the same way as reporting on Australian Curriculum learning areas
* The P–2 reporting framework uses <i>EYCG</i> phase descriptors in name only and does not refer to the content or purpose of <i>EYCG</i> phase descriptors.		

Report using the Australian Curriculum learning areas as they become available with the P–2 reporting framework (or school-sector equivalent).

Reporting to parents using the P–2 reporting framework

In P–2, written reporting is carried out twice yearly and should be supported by parent/carer–teacher formal conversations. The P–2 reporting framework provides standards descriptors that give teachers and parents/carers a common and consistent language to describe achievement.

As shown in Figures 1 and 2, the P–2 reporting framework may be chosen for use when reporting on:

- Australian Curriculum learning areas
- Queensland *Essential Learnings*.

Written comments developed from the phase descriptors of the Queensland *EYCG* are incorporated in the reporting process for Prep. These comments, rather than a reporting scale, are used for reporting on the Queensland *EYCG* early learning areas. Comments are used for Prep in both reporting periods.

Reporting conversations

In P–2, parent/carer–teacher formal reporting conversations are an opportunity to provide a fuller picture of learning for both parent/carer and teacher. Engaging in conversations assists with knowing and understanding the diverse backgrounds of children that is essential for teachers to support children’s learning.

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.

The forthcoming P–2 guidelines will provide further support to assist teachers in the area of reporting.

More information

If you would like more information, please email: australiancurriculum@qsa.qld.edu.au, or phone (07) 3864 0462. Or visit the QSA website: www.qsa.qld.edu.au