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**POLICY TITLE:** **REPORTING ON STUDENT ACHIEVEMENT AND PROGRESS TO STUDENTS AND PARENTS**

**IDENTIFIER:** SAP200606

**LEGISLATION:** *Education Act 2004 (ACT)*  
*Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004 (Australian Government)*  
*Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005 (Australian Government)*  
*Privacy Act 1988*

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## 1. Policy Statement

- 1.1 Each school will develop, in consultation with its community, procedures for reporting student achievement and progress to students and parents, which meet the requirements outlined below.
- 1.2 The school will provide written information about their reporting procedures to parents at the beginning of each school year and when a child enrolls in the school.
- 1.3 In Kindergarten, in addition to school produced reports, parents will be provided with a report of their child's achievement in the *Performance Indicators in Primary Schools (PIPS)* assessment at the beginning and end of the year. A student's achievement will be reported as a standardised score, and also relative to the achievement of all other Kindergarten students in ACT Government schools, using five performance bands. The end of year report will also show the progress made by the student during the year in the areas assessed. These reports will be produced centrally and distributed to parents by schools.
- 1.4 In years 3, 5, 7 and 9, in addition to school produced reports, parents will be provided with a report of their child's achievement in the system literacy and numeracy assessment program. Individual reports will show the student's achievement compared to the national benchmarks, the ACT average, the middle 60% of students and the achievement levels expected for their respective year group. These reports will be produced centrally and distributed to parents by schools.
- 1.5 A copy of the school's reporting procedures, including any additional school reporting templates, will be provided to the Assessment and Reporting Section after initial approval by the school board, and following any changes to the policy or templates.

## 2. Definition

### ***Student Reporting:***

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

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### **3. Rationale**

- 3.1 Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning.
- 3.2 The policy outlines the purposes, principles and requirements for student reporting.
- 3.3 The policy ensures compliance with the requirements of the Australian Government *Schools Assistance Act 2004*, the *Schools Assistance Regulations 2005* and the *ACT Education Act 2004*.
- 3.4 The policy incorporates the recommendations of the Government Schools Education Council (GSEC) *Review of Government School Reporting* (Sept 2004).

### **4. Principles of Reporting**

- 4.1 The key purpose of reporting is to support student learning by providing information to students and parents about student achievement and progress, and to indicate areas for further development.
- 4.2 Reporting should foster partnerships between parents and teachers to support a student's learning and progress.
- 4.3 A student's report provides a formal record at a point in time on the student's progress and achievement.
- 4.4 Reporting student achievement provides a measure of school accountability for student learning and outcomes.
- 4.5 Schools have a responsibility to provide regular, accurate and comprehensive information about a child's intellectual, social and personal development.
- 4.6 Effective reporting procedures should:
  - reflect the integrated nature of assessment and reporting
  - be based on valid and reliable assessment
  - be efficient and manageable
  - support student learning and enhance student motivation and commitment to learning
  - enable schools and parents to develop effective partnerships to support the learning of students
  - enable students to participate in the reporting process and hence encourage them to take responsibility for their learning
  - provide detailed, explicit and comprehensible information about what students have achieved to date
  - allow planning for each student's or students' future learning development
  - reflect student achievement in relation to the curriculum, both academic and non-academic
  - utilise a range of reporting strategies, to suit the needs of the school community
  - be inclusive and provide reasonable accommodations to ensure students and parents with special needs have access to appropriate reporting strategies
  - protect the privacy of individuals.

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## 5. Requirements

5.1 Parents will receive a written report at least twice in a school year.

5.2 The written reports will:

- (a) Use plain English.
- (b) In years 1 – 12, include for each learning area, subject or unit studied, a child's achievement reported as a grade A, B, C, D or E.

In years 1 – 10, the grades are defined as follows:

- A** - Your child has demonstrated **outstanding achievement** of the knowledge, skills and understandings expected
- B** - Your child has demonstrated **high achievement** of the knowledge, skills and understandings expected
- C** - Your child has demonstrated **sound achievement** of the knowledge, skills and understandings expected
- D** - Your child has demonstrated **limited achievement** of the knowledge, skills and understandings expected
- E** - Your child has demonstrated **very limited achievement** of the knowledge, skills and understandings expected.

In years 11-12 the specific standards for A – E grades are defined for each course area in the ACT Board of Senior Secondary Studies (BSSS) Course Frameworks. The grades A – E are defined by the BSSS as follows:

- A** - awarded to students who have demonstrated a **very high** level of knowledge and understanding of the full range of concepts and principles of the unit
- B** - awarded to students who have demonstrated a **high** level of knowledge and understanding of the concepts and principles of the unit
- C** - awarded to students who have demonstrated a **sound** level of knowledge and understanding of the basic concepts and principles of the unit
- D** - awarded to students who have demonstrated a **limited** knowledge and understanding of the basic concepts and principles of the unit
- E** - awarded to students who have demonstrated a **very limited** knowledge and understanding of the basic concepts and principles of the unit.

- (c) Report progress against the Individual Learning Plan (ILP) or the ESL Scales, as appropriate, for students who satisfy the exemption definition for the ACT Assessment Program (ACTAP). These students are exempt from A-E reporting requirements.

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- (d) In years 1 – 12, indicate the number of students in a child’s peer group (all children in a learning area/subject/unit, in the same year level) attaining each of the identified A – E grades. To ensure information provided does not interfere with an individual’s privacy in accordance with the *Privacy Act 1988*, the number of students receiving each grade will not be reported for a cohort of less than ten.
  - (e) Identify student strengths, areas for further development and strategies to support and/or extend learning.
  - (f) Provide information about the student’s social development and involvement in school programs and activities.
  - (g) Provide information about the student’s attitude and commitment to learning.
  - (h) Record information about the student’s attendance at school.
- 5.3 The data provided to parents under 5.2 (b – d), will be reported using the Summary Report. This complies with the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005*.
- 5.4 To comply with requirements 5.2 (e – h), identified through the Government Schools Education Council review into school reporting, schools are to develop their own additional reporting strategies and formats, in conjunction with their communities.
- 5.5 Schools will inform parents that they can withdraw their child from the A-E reporting by requesting so in writing.
- 5.6 Written reports will be followed by an opportunity for the student and parents to discuss the report with teachers.

## **6. The School’s Procedures on Reporting Student Achievement**

- 6.1 The school’s reporting procedures will comply with the requirements and principles contained in this policy.
- 6.2 The school’s reporting procedures will also include:
- the strategies for reporting
  - the timing and frequency of reporting
  - procedures to ensure that parents are promptly informed when their child is experiencing significant problems.

## **7. Guidelines**

- 7.1 Schools should use a variety of strategies to provide meaningful information about student achievement and progress throughout the year.
- 7.2 In addition to written reports, the following communication strategies could be used to ensure the range of learning evidence and achievements are shared in an appropriate way and in a timely manner. These include:
- interviews with parents
  - three-way interviews with the teacher, student and parent

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- examples of student work
- homework books
- student exhibitions and performances.

7.3 Interviews should be conducted with appropriate privacy safeguards. It is the professional responsibility of teachers to be available for interviews. Written reports should be provided prior to parent/teacher interviews.

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## **Operational Contact**

Manager, Assessment and Reporting Section

## **Current version**

2006 (June update)

## **Related policies**

*Access to Student Records*

*Implementation of Early Years Assessment Program and Release of Results- Policy & Guidelines*

*Parent/Carers as Partners in Schooling*

*Reporting of ACT Assessment Program (ACTAP) Results to Parents*

*Reporting of Year 10 Information and Communication Technology (ICT) Competencies*

*Student Record Keeping - Policy & Guidelines*

*Reporting to the Community on School Programs and Performance*

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