



Assessment & Reporting Guideline

The Department for Education has mandatory requirements for reporting to parents/carers/guardians on student progress and achievement, and to provide advice on effective ways to do this. The information aligns reporting on student progress and achievement using the Australian Curriculum achievement standards with requirements regarding assigning A to E grades or word equivalents. The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals and active and informed citizens.

Purpose

Schools are required to report against the Australian Curriculum achievement standards for all 8 learning areas. The Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy documents the requirements in relation to teaching, assessment and reporting practices. The requirements for reporting are underpinned by the Australian Education Regulation 2013, subdivision G-reports and require all schools to:

- provide parents/carers/guardians with 2 written reports each year
- use plain language
- use an A to E achievement scale or word equivalents.

The DoFE procedures are a key reference for all local partnerships, leaders, staff and school communities when seeking direction about required and effective reporting practices.

Action

The Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy references the Teaching for Effective Learning framework on which all teachers are required to base their pedagogy in order to ensure that how they teach the Australian Curriculum and design learning opportunities which maximises student engagement, intellectual challenge and achievement.

Brompton Primary School ...

- applies the department's policy and site systems and practices when reporting to parents/carers/guardians about student learning, progress and achievement.
- provides formal written student reports twice per year (Terms 2 & 4), to each person responsible for each student at the school
 - The **mid-year report** should reflect student achievement against the achievement standard taking into account what has been taught to that point in the year
 - For a year level subject, the **end of year report** should reflect student achievement across the whole year.
- reports are readily understandable to a person responsible for a student at the school.
- provides a professional assessment of the child's progress and achievements, identifying areas of strength and areas that need more development
- provides informal feedback about student learning, progress and achievement to students and parents/carers/guardians
- provides descriptive information supporting A to E grades or word equivalents in the written reports and also through the range of oral reporting which occurs between schools and parents/carers/guardians, including 3-way conferences, phone and other digital contact, and other meetings with families and students.
- provides information about student educational progress and achievement through
 - National Assessment Program – Literacy and Numeracy (NAPLAN) tests
 - Student Parent Teacher Interviews twice per year (Terms 1 & 3)

Process

Reporting in the Reception [Foundation] Year

Reports for Reception students use descriptive wording about students' progress over the year referenced to the Reception level achievement standard

A C-S-R word equivalent will be assigned against the **efforts** the student has made in each learning area, using the Foundation (F) year Australian curriculum achievement standards as reference points. There is no requirement to assign a level of achievement when reporting on student achievement and progress

Students in composite or multi-age classes will in most cases be taught, assessed and reported on according to the year level in which they are placed.

Reporting to Years 1 to 7

Years 1 to 7 student reports are based on an A to E achievement scale, supported by a description of what this means in relation to their progress against the achievement standard.

- teachers make a holistic on-balance judgement using a range of learning evidence.
- assign an A to E grade or word equivalent and a descriptive report for each **achievement** level learning area
- assign a C-S-R grade or word equivalent to comment on student **effort** for each learning area
- Only 1 grade or word equivalent is assigned for each achievement standard ie students should not be assigned grades or word equivalents for strands or aspects of the learning area or subject.

Descriptions for grades used in reporting on student achievement :

Levels OF ACHIEVEMENT	
A	Your child is demonstrating excellent achievement of what is expected at this year level
B	Your child is demonstrating good achievement of what is expected at this year level
C	Your child is demonstrating satisfactory achievement of what is expected at this year level
D	Your child is demonstrating partial achievement of what is expected at this year level
E	Your child is demonstrating minimal achievement of what is expected at this year level

Levels OF EFFORT	
C	Consistently
S	Sometimes
R	Rarely

- Information about how students have achieved in the strands or aspects of a learning area or subject are communicated via descriptive reporting.

Students with disability

There will be some students for whom it is necessary for teachers to adjust curriculum, including for students with learning plans, including One Plan, and students who are not verified under the education disability criteria but for whom it is necessary to adjust the curriculum. One Plans will state if the child is working in a year level above or below their age appropriate year level.

- The progress and achievement of some students will be reported against an achievement standard that best matches their current level of achievement. This may occur in some or all learning areas.

Descriptive reporting

Teachers use descriptive reporting:

- to provide personalised information about students' engagement and achievement,
- to provide personalised information about what they have learnt,
- to provide personalised information about what they need to learn next,
- to provide personalised information about how the teacher, student and parent/carers can support these next steps to happen.
- through the written reports (Terms 2 and 4) and also through the range of oral reporting, including 3-way conferences, (twice per year – T1 and Term 3) phone and other digital contact and other meetings with families and students.

	Student – Parent - Teacher Interviews ➤ Will inform families of the level the student is working at, below or above year level, ➤ Discuss data with parents, i.e. NAPLAN results for Yrs 3,5 & 7 students ➤ Discuss strengths / improvements / how parents / families can help at home ➤ Review / report to families about the progress made so far in learning ➤ Highlight any impacts that may hinder progress such as attendance rates
Related items:	Reporting on Australian Curriculum in Department for Education schools: reception to year 10 July 2020 5 BPS Reception Report template BPS Years 1-7 Report template BPS First Impressions template Parent Teacher Interview proforma
Review	September 2027 or in line with Department for Education instruction