



ACT
Government
Education

Academic Reporting in ACT public schools Procedure

ACT Education Directorate

Document Information

Procedure Identifier: 00125/1

Date endorsed: 2 January 2026

Endorsed by: Executive Governance Committee

Review date: January 2031

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This procedure must be read in conjunction with Learning and Teaching Policy for ACT public schools.

1. Overview

- 1.1. This procedure relates to the Learning and Teaching Policy for ACT public schools and should be read in conjunction with the related policies and information listed in Section 6.2 of these procedures

2. Rationale

- 2.1. ACT public schools provide information to students (preschool to year 12) and parents/carers about student achievement and progress through academic reporting.
- 2.2. These procedures are established to direct how schools plan and implement reporting in accordance with the [Education Act 2004 \(ACT\)](#) and the [Australian Education Regulations 2023](#).

3. Procedures

Preschool

- 3.1. Schools must develop collaborative and effective partnerships with parents/carers to regularly communicate children's progress based on the learning outcomes of the [Belonging, Being and Becoming: Early Years Learning Framework for Australia](#).
- 3.2. The Educational Leader, in collaboration with the Nominated Supervisor, may decide how they document and communicate student progress to families but must do so in accordance with the [Education and Care Services National Regulations 2011](#) and advice provided by the Approved Provider.

Kindergarten to Year 12

- 3.3. Schools must provide academic reports twice a year for every student enrolled in kindergarten to year 12 (K-12).
- 3.4. Academic reports must include information about:
 - 3.4.1. Academic achievement against the relevant achievement standards (K-10) or course assessments (11-12) and grade using the relevant 5-point scale definitions
 - 3.4.2. Social development
 - 3.4.3. Attitudes to learning, including work habits or effort (K-10)
 - 3.4.4. Student attendance
 - 3.4.5. Comparative grade data for each learning area/subject for cohorts greater than 10 (yr 1 to 10) or grade distribution for accredited, tertiary and modified course units, and scaled scores for tertiary course units (11-12).
- 3.5. Schools may include brief comments on student progress in learning areas or overall. Comments may reflect strengths, areas for development and strategies for improvement.
- 3.6. Academic reports must be shared with each parent/carer of the student and be easily understood and accessible. This includes provision of translation and interpreter services to parents/carers as required.
- 3.7. Schools must use the School Administration System (SAS) to provide academic reports about academic achievement and social development.

Using the School Administration System

- 3.8. Schools must use the relevant Directorate prescribed SAS template to report on student achievement and social development.
- 3.9. These templates include college, English as an Additional Language or Dialect (EAL/D), high school, International Baccalaureate, Introductory English Centre (IEC), primary school, and specialist school.
- 3.10. Schools must populate the relevant template with the learning area or band achievement standards (K-10) or course assessment tasks (11-12), identified in the curriculum planning process, to provide a representation of the learning program.
- 3.11. Schools must use the Level A-D achievement standards of the Victorian Curriculum Foundation Levels A-D in SAS for those students whose learning programs are developed using this curriculum.
- 3.12. Schools may include a summary of the teaching and learning programs across the reporting period to provide context for the report.
- 3.13. Schools must maintain academic reports as per [Records Management directions](#).

Report scales

- 3.14. Schools must use the following 5-point scale definitions to report student academic achievement for each learning area/subject:

Kindergarten:

Outstanding	shows outstanding achievement of what is expected
High	shows a high achievement of what is expected
At standard	shows the student achieved what is expected
Partial	shows that student partly achieved what is expected
Limited	shows limited achievement of what is expected

Years 1 to 12:

A	shows outstanding achievement of what is expected
B	shows a high achievement of what is expected
C	shows the student achieved what is expected
D	shows that student partly achieved what is expected
E	shows limited achievement of what is expected

- 3.15. Schools must use the following 4-point scale to indicate student work habits or effort in learning for each learning area/subject:

Kindergarten to Year 10:

Consistently	consistently demonstrates the habit/capability (C)
Usually	usually demonstrates the habit/capability (U)
Sometimes	sometimes demonstrates the habit/capability (S)
Rarely	rarely demonstrates the habit/capability (R)

Specialist schools:

Independently	demonstrates the habit/capability independently (I)
Occasional support	demonstrates the habit/capability with occasional support (O)
Significant support	demonstrates the habit/capability with significant support (S)
Full support	demonstrates the habit/capability with full support (F)

Social development

3.16.Schools must report on social development through the personal and social capability general capability of the Australian Curriculum.

Status grades

3.17.Schools may provide a Status (S) grade instead of 5-point scale definitions where individual student circumstances have prevented sufficient evidence from being gathered to assess a student within the reporting period.

3.18.Principals may agree to providing Status as an overall grade or against a specific achievement standard on a case-by-case basis.

College (11-12)

3.19.Schools may provide the following grades, where required and in compliance with Board of Senior Secondary Studies policy and procedures:

P	indicating participation in R Course classifications
V	indicating either participation or assessment requirements of the unit have not been met, and no credit will be awarded (void)
Z	indicating unique circumstances have occurred, the assessment of the unit is still pending and could not be finalised at the time of producing the report

Personalised learning programs (K-10)

3.20.Schools must apply a 'P identifier' to an academic report where a student is subject to a personalised learning program where a significant amount of a student's learning is drawn from one or more achievement standard above or below the students' academic year.

3.21.Schools must ensure any student with a 'P identifier' has an Individual Learning Plan (ILP) in place to articulate their personalised learning program. Where a student has an ILP for other circumstances, a 'P identifier' is not required.

Students identified as gifted and talented

3.22.*Learning area/subject acceleration:* report against achievement standards for the subject in the year level to which the student has been accelerated and include a 'P identifier' for the learning area/subject.

3.23.*Whole grade acceleration:* report as per the cohort to which the student has been accelerated. A 'P identifier' is not required.

Students with English as an Additional Language or Dialect

3.24.EAL/D learners achieving English proficiency in the Beginning, Emerging and Developing phases overall of the EAL/D Learning Progression will receive an EAL/D report.

3.25.The EAL/D module forms part of the end-of-semester report and communicates student achievement against the EAL/D Learning Progression.

- 3.26. Students attending an IEC will receive a graduation report at the conclusion of their attendance. The report will communicate student achievement against the EAL/D Learning Progression for English as well as attitudes to learning and work habits.
- 3.27. Students attending a primary IEC will receive an IEC Progress report during their placement, if they have been granted an extension. Students attending the secondary IEC will receive an IEC Progress Report each term.

Study lines (7-10)

- 3.28. Schools must provide an overall Status 'S' grade and information on work habits when students engage in a study line.
- 3.29. Any achievement standards met for work completed in a study line should be reported within the student's relevant learning area class report.

Multi-level classes (K-10)

- 3.30. When grouping students in multi-level classes schools must report on:
- 3.30.1. Year level achievement standards in which the student is enrolled for English, Mathematics, Science, and Humanities and Social Sciences.
 - 3.30.2. Band achievement standards for Arts, Technologies, Languages, and Health and Physical Education.

Year 10 Completion

- 3.31. Schools must consider if a student meets the requirements of academic achievement, attendance and behaviour to determine the awarding of a Year 10 Certificate or provision of a High School Record.
- 3.32. To provide a Year 10 Certificate or High School Record, schools must use the relevant Directorate prescribed SAS template and print on official document blanks provided by the Directorate.

4. Contact

- 4.1. For support contact **Learning and Teaching Branch** via email EDUlearningandteaching@act.gov.au.

5. Feedback

- 5.1. Any feedback about this procedure should be raised with the policy owner. Refer to Contact information above.

6. References

6.1. Definitions

Term	Definition
Individual learning plan (ILP)	An ILP may be needed for students who require adjustments to support their access, participation and engagement in learning. Some students

Term	Definition
	must have an ILP e.g. students receiving substantial or extensive adjustments reported through the NCCD.
Introductory English Centre (IEC)	Introductory English Centres provide intensive English language instruction to primary and secondary students who speak little or no English to support their access to learning in their local ACT public school.
Personal and social capability	Personal and social capability is a General Capability of the Australian Curriculum. Including this capability in academic reports meets the legislative requirement to report to parents/carers on social development.
Personalised learning program	For reporting purposes, a personalised learning program is where a significant amount of a curriculum planning for an individual student is drawn from one or more achievement standard above or below the students' academic year.
School Administration System (SAS)	An online management tool used by ACT public schools and the ACT Education Directorate to record details of student enrolment, attendance and related matters.
Study line	Classes timetabled in lieu of an elective to support learning for health and wellbeing reasons.

6.2. Related Policies and Information

- [ACT Board of Senior Secondary Studies Policy and Procedures Manual](#)
- [ACT Board of Senior Secondary Studies Quality Assurance Framework](#)
- Assessment: Practice Guide for ACT public schools (K-10)
- Assessment Schedule [internal access only]
- Curriculum: Practice Guide for ACT public schools (K-10)
- [English as an Additional Language or Dialect Learner Policy and Procedures](#)
- [Gifted and Talented Students Policy and Procedures](#)
- Learning and Teaching Policy for ACT public schools
- Multi-Tiered System of Support: Practice Guide for ACT public schools [from 2027]
- Pedagogy: Practice Guide for ACT public schools (K-12)
- [Reporting on EALD fact sheet](#) [internal access only]
- [Schools Administration System support information](#) [internal access only]