1. **What is this policy about?**

1.1. This policy outlines requirements for the reporting of student achievement to parents and carers.

2. **Policy Statement**

2.1. Schools will provide written reports of student achievement twice a year to parents of students in Preschool to Year 12.

2.2. Reports of student achievement will be written in plain English using:

   - a school-based format for students in preschool
   - a school-based format for students in Kindergarten to Year 10, until the system format is available through the Student Administration System
   - a college-based format for students in Years 11 and 12.

2.3. Reports to students in Kindergarten to Year 12 will include the following information:

   - academic achievement in relation to the prescribed ACT curriculum and associated achievement standards for each subject studied noting -
     - for students in Kindergarten, a five point scale to indicate academic progress
     - for students in Years 1 to 12, a five point A-E scale to indicate academic achievement unless they meet the exemption criteria
     - for students in Years 1 to 12, comparative grade data for cohorts greater than 10.
   - student engagement with learning areas
   - work habits
   - personal and social capabilities
   - strengths
   - areas for development
   - suggested strategies for improving student learning
   - where applicable, the level of additional support provided for the student to access the learning program.

2.4. Schools will develop, in consultation with their community, additional mechanisms for reporting student achievement and progress that promote parental engagement, and incorporate student voice and participation.

2.5. Where students meet the exemption criteria for A-E reporting, schools will provide parents with:

   - an *English as an Additional Language or Dialect (EAL/D) Learning Progression Report* or
   - a report against a student’s Individual Learning Plan.
2.6. Schools will provide information to parents about accessing translation or interpreter support to read their child’s report as required.

2.7. In addition to end of semester reports, schools will provide parents with reports from all national and systemic assessment processes including National Assessment Program - Literacy and Numeracy (NAPLAN) results.

2.8. Schools will provide parents with suitable and timely opportunities to discuss their child’s learning and progress with teachers following the issue of reports.

2.9. In accordance with the National Quality Framework, schools will provide written reports including the following information to parents of preschool children at least twice a year:
   - progress and participation in the learning program
   - personal and social development.

2.10. Schools will retain copies of student reports on the student’s official school file.

3. **Who does this policy apply to?**
3.1. This policy applies to all ACT public schools, principals, Directorate staff, students and parents.

4. **Context**
4.1. Schools use a range of strategies, in addition to the provision of written reports, to share information with parents and students about academic achievement, strengths, personal and social development, areas for further development, strategies for improvement and overall progress in schooling. These strategies promote parental engagement, and incorporate student voice and participation. They may include, but are not limited to:
   - three-way interviews
   - learning journeys
   - exhibitions
   - performances
   - portfolios.

4.2. Parents value the provision of clear and insightful written comments from teachers about their child’s achievement at school.

4.3. High quality, accessible and timely reporting of student achievement:
   - develops the capacity of students to learn and to undertake an active role in their own learning
   - engages parents and carers in their child’s learning and promotes strong partnerships between schools and the community
   - informs effective education practices to meet the needs of all students.

5. **Responsibilities**
5.1. The principal is responsible for implementing this policy in schools.
5.2. Policy Owner: The Director, Learning and Teaching is responsible for this policy.

6. **Monitoring and review**
6.1. The Policy Owner monitors the policy. This includes an annual scan of operation and review. A full review of the policy will be conducted within a three year period.
7. Contact
7.1. For support contact Learning and Teaching Branch on (02) 62059204 or email via the online Directorate Contact Form available on the Contact Us page of the Directorate’s website at http://www.education.act.gov.au/contact_us.

8. Complaints
8.1. Any concerns about the application of this policy or the policy itself, should be raised with:
- the school principal in the first instance
- the Directorate’s Liaison Unit on (02) 6205 5429
- see also the Complaints Policy on the Directorate’s website.

9. References
9.1. Definitions
- **A–E grades** is the five point scale used for reporting student achievement against the achievement standards in each learning area/subject, and relative to the student’s peer group.
  - For Kindergarten the five point scale descriptors are defined as:
    - outstanding achievement of the standard
    - high achievement of the standard
    - achievement at the standard
    - partial achievement of the standard
    - limited achievement of the standard
  - For years 1-10 the A-E descriptors are defined as:
    - A  demonstrating outstanding achievement of the standard
    - B  demonstrating a high achievement of the standard
    - C  demonstrating achievement at the standard
    - D  demonstrating partial achievement of the standard
    - E  demonstrating limited achievement of the standard
  - For Years 11 and 12, the A - E descriptors are detailed within ACT Board of Senior Secondary Studies Course Frameworks.

- **Exemption criteria** may apply where students have an intellectual or functional disability, or if they are from a non-English speaking background and have been learning English in Australia for less than one year.

- **Reporting** covers the range of strategies used to communicate with parents about students’ academic achievement, strengths, personal and social development, areas for further development and overall progress in schooling.

9.2. Legislation
- **Australian Education Act 2013 (Cwlth)** outlines the commitments to be made by State and Territory governments regarding reporting on student achievement
- **Australian Education Regulations 2013 (Cwlth)** outlines the required content and processes regarding student reporting
- **Disability Standards for Education 2005 (Cwlth)**, clarifies the obligations of education and training providers to ensure that students with disability can access and participate in education on an equitable basis to other students.
- **Education Act 2004** provides for the operation and governance of ACT public schools.
• **Information Privacy Act 2014** promotes the protection of individual privacy by regulating the handling and management of personal information by ACT public sector agencies.

• **Education and Care Services National Law** and regulations provides a national approach to regulation, assessment and quality improvements for early childhood education and care.

9.3. **Related Policies and Information**

• **Education Capital: Progressing Parental Engagement**