



Purpose of the Report

- To ensure clear and accurate appraisal of how the student is performing is written at regular intervals during a student's time at school
- To develop a shared ownership of student learning with student, staff and families
- To acknowledge success
- To inform programming for individuals, including the need for extra support
- To build understanding about what is being taught
- To enable parents / caregivers to support the learning program at home
- To provide information using the Australian Curriculum standards and to meet DECD Guidelines (see Appendix 1)

Audience for Reports

- Parents/caregivers
- Students
- Staff involved in providing support programs, internally and externally- (when using externally follow DECD sharing protocols)
- Teachers in future years and new schools
- Future employers

Structure and Frequency

- The report will use the Australian Curriculum Student Achievement Standards at the students year level, unless the student is a student with disability (see student with disability section)
- Extra Curricula activities are to be included (e.g. SRC, House Captains, Choir, SAPSASA)
- Term 1– Parent/ Caregiver interview which is initiated by parent/ caregiver or teacher
- Term 2– A written report meeting DECD Guidelines and using the Australian Curriculum standards
- Term 3– An optional interview initiated by parent/ caregiver or teacher
- Term 4– A written report for the whole year as per Term 2
- Parents/ Caregivers or teachers may request interviews as required

Reporting & Students with a Disability

Each student with a verified disability with DECD requires a Negotiated Education Plan (NEP) document. Each year a NEP meeting will be held between the teacher/s & parents/caregivers before the end of Term 1 with a review during Term 4 and meetings as required. There is negotiation to which year level the student is graded against in their report, in each individual curriculum area according to needs of student with a verified disability. Achievement standards will be adjusted accordingly in the report to ensure the student is successful and reporting is a positive experience for all involved.



Appendix 1

Reporting Resource: A–E Guide

A guide to making on balance A–E grade judgements when reporting against Australian Curriculum achievement standards in DECD.

Grade	Word Equivalent	A–E indicators - in relation to the achievement standard, the student has demonstrated
A	Your child is demonstrating excellent achievement of what is expected at this year level.	<p>Thorough knowledge and understanding of the content, key ideas and concepts</p> <p>Very high level of competence in the skills and processes</p> <p>Uses these skills and processes in new contexts</p>
B	Your child is demonstrating good achievement of what is expected at this year level.	<p>Extensive knowledge and understanding of the content, key ideas and concepts</p> <p>High level of competence in the skills and processes</p> <p>Uses the skills and processes in some new contexts</p>
C	Your child is demonstrating satisfactory achievement of what is expected at this year level.	<p>Satisfactory knowledge and understanding of the content, key ideas and concepts</p> <p>Expected level of competence in the skills and processes</p> <p>Uses skills and processes in familiar contexts</p>
D	Your child is demonstrating partial achievement of what is expected at this year level.	<p>Basic knowledge and understanding of the content, key ideas and concepts</p> <p>Limited level of competence in the skills and processes</p> <p>Some ability to use skills and processes in familiar contexts</p>
E	Your child is demonstrating minimal achievement of what is expected at this year level.	<p>Very basic knowledge and understanding in a few areas of the content, key ideas and concepts</p> <p>Very limited competence in some of the skills and processes</p> <p>Beginning ability to use skills and processes in familiar contexts</p>