

# Written Reports for Primary and Secondary Students

## Background

As a parent/carer/guardian you will receive two written reports each year. These reports will help you understand how your child is progressing and how schools support your child's development.

Teachers plan, teach, assess and report students' learning using the [Australian Curriculum](#). The Australian Curriculum sets high standards for what all young Australians should be taught and what they should know and be able to do as they progress through school.

Each learning area has achievement standards. These standards describe in plain language what students should typically know, understand and be able to do, by the end of each year level.

You are encouraged to read through the standards for each subject area and year level, and when students are expected to achieve them, on the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au). The website also includes helpful examples of student work at different levels of achievement.

## What are the requirements for student reports?

Written reports are just one way that schools communicate with you about how your child is progressing at school.

All schools in South Australia provide parents and carers with two written reports each year that:

- report on all subjects studied by their child
- are based on a five-point achievement scale
- use plain language
- identify areas of strength and areas that need more development.

Years 1-10 student reports are based on an A-E achievement scale, supported by a description of what this means in relation to their progress against the achievement standard.

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

## How do teachers allocate grades?

Teachers use a range of different assessment strategies and tools to gather evidence of student achievement with reference to the achievement standards in the Australian Curriculum. Based on the evidence, teachers make an on-balance judgement to decide which grade best matches the standard the student has achieved. Teachers are not expected to allocate a set number of each grade within their class.

## What other forms of reporting do schools provide?

Schools communicate with you about your child's learning in a variety of ways including parent-teacher interviews. You can request interviews at other times by contacting the school to make a mutually convenient time to meet with your child's teacher.



## What do A-E grades mean?

A–E grades or word equivalents are used by teachers to report students’ achievement against the Australian Curriculum achievement standards. The grades describe a range of achievement from minimal to excellent.

The following table describes each grade in words.

	<i>In relation to the achievement standard, your child ...</i>
<i>A</i>	<i>is demonstrating <b>excellent</b> achievement of what is expected at this year level.</i>
<i>B</i>	<i>is demonstrating <b>good</b> achievement of what is expected at this year level.</i>
<i>C</i>	<i>is demonstrating <b>satisfactory</b> achievement of what is expected at this year level.</i>
<i>D</i>	<i>is demonstrating <b>partial</b> achievement of what is expected at this year level.</i>
<i>E</i>	<i>is demonstrating <b>minimal</b> achievement of what is expected at this year level.</i>

- An ‘A’ grade indicates that the student has shown a thorough knowledge and understanding of a topic and can apply that information in unfamiliar situations.
- Typically a ‘C’ grade means a student is achieving what is expected of them at that point in their learning. This is a considerable achievement because of the high expectations built in to the achievement standards.
- An ‘E’ grade means the student is just beginning to work towards the achievement standard.

A-E grades and the accompanying comments are one aspect of reporting to parents/carers/guardians. The report can also provide information about:

- a student’s strengths and areas for development
- strategies to assist their progress
- attitude and commitment to learning
- information about their social development
- involvement in school programs and activities
- attendance

Decisions about the format and content of school based reports are made by schools in consultation with their community.

## Do all student reports have to include A-E grades?

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. Alternatively their achievement may be reported against the goals of their individual learning plan. Schools are expected to negotiate both the student’s learning program and appropriate reporting arrangements for some students with parents/carers/guardians as well as the student if appropriate, and other relevant professionals.

This may occur for some students with disability and eligible newly arrived students in mainstream schools. Students who have left the Intensive English Language Program /New Arrivals Program (IELP/NAP) may not be given A-E grades for up to six terms after they leave the program. Students in the IELP/NAP receive a report describing their achievements rather than A-E grades.

