



Department of  
**Education**

## **Reporting student progress and achievement to parents guidelines for school leaders**

Last reviewed 28 August 2024

Print disclaimer: This document is uncontrolled when printed. The electronic version on Ikon is the approved and most current. Any printed version may not be current.

## Table of contents

Reporting student progress and achievement to parents guidelines for school leaders	3
Background	4
Policy standard	5
P-10 reporting	5
Year 11 and 12 reporting	6
Modified reporting	7
Practice for the overall teacher comment	8
Steps to consider when making changes to reporting practices	9
Related services	9

## Reporting student progress and achievement to parents guidelines for school leaders

These guidelines provide information to clarify the requirements for end of semester reports.



## Background

As part of a range of measures to reduce red tape and administrative burden for teachers and school leaders, the Department has clarified the following information for end of semester reports in relation to the minimum assessment and reporting on student achievement requirements, outlined in the School Curriculum and Standards Authority's (the Authority) Pre-primary to Year 10: Teaching, Assessing and Reporting Policy. It has been confirmed that for end of semester reports:

- there is no requirement for individual learning area comments
- there is no requirement to report grades at the strand/sub-strand level
- an overall comment must be provided, the nature of which is determined at the school
- parents can request information regarding a student's achievement relative to the performance of the student's peer group.

There are currently no proposed changes to reporting requirements for students with special educational needs. A student's individual education plan is developed in partnership with parents/carers with reporting aligned to this plan. Individual learning area comments or attachments such as photos are not a Department requirement.

From Semester 2, public schools should consult with their staff and community to review their school's assessment and reporting plan. Where a school's end of semester reports currently provide written learning area comments and/or grades at the strand/sub-strand level, they have the option to transition to only providing an overall teacher comment and overall grade for the mandatory learning areas. It is recommended that schools utilise their workload advisory committees to begin the review process.

In reviewing their assessment and reporting plans, schools should also take the opportunity to consider their assessment practices to ensure these don't generate unreasonable workload for staff and/or stress that unduly diminishes the performance of students.

The Department will review the existing reporting templates in consultation with unions to update these. The updated templates will be made available via the Reporting to Parents platform.

## Policy standard

### P-10 reporting

The Department's [Curriculum Assessment and Reporting \(CAR\) Policy and Procedures](#) <sup>[1]</sup> (the Department's policy and procedures) states that principals have the final authority to determine the content of the school-based assessment and reporting plans which are to be developed in consultation with their teaching staff.

It also states that public schools assess and report student achievement in accordance with the requirements of the Authority's [Pre-primary to Year 10: Teaching, Assessing and Reporting Policy](#) <sup>[2]</sup> (the policy).

For students in Pre-primary to Year 10, end of semester reports must include:

- a grade, or equivalent rating on a five-point scale, for the mandatory learning areas (refer to the policy)
- information on the student's attitude, behaviour and effort
- an overall teacher comment, the content of which is determined by the school
- a clear statement that indicates that parents can request information regarding a student's achievement relative to the performance of the student's peer group
- information regarding the student's progress in personal and social learning for students in Pre-primary to Year 2.

Further details of these requirements can be viewed in the relevant policies. Reporting templates are constructed to meet the detail of the mandated requirements. While the Department's endorsed reporting templates are mandatory for Pre-primary to Year 10, use of the Kindergarten and senior school reporting templates are optional.

## Year 11 and 12 reporting

For students in Year 11 and 12, end of semester reports must include a grade and mark for each pair of Year 11 and each pair of Year 12 units completed (i.e., one mark and one grade), or for each Year 11 unit completed (i.e., a mark and grade for Unit 1 and a mark and grade for Unit 2). This is typically provided in the Semester 2 report and/or in a statement of results.

Further information can be found in [WACE Manual 2024](#) <sup>[3]</sup>.



## Modified reporting

The Authority's policy allows for alternatives to reporting with grades under specific circumstances.

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect (EAL/D), additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.

Schools use discretion in regard to the use of the ABLEWA assessment tool and the EAL/D Progress Map when monitoring and reporting on the progress/achievement of students with disability and/or additional learning needs, and students for whom English is an additional language/dialect.

The Department's CAR policy specifies that reporting on a modified curriculum is linked to the student's documented plan, which is intended for students with a disability that are identified as requiring substantial or extensive adjustments on the Nationally Consistent Collection of Data (NCCD). Reporting for students undertaking a modified teaching and learning program must be linked to their documented plan.

## Practice for the overall teacher comment

In determining the approach to an overall teacher comment, it is important to balance teacher workload with community expectations. School practices are articulated in the school-based assessment and reporting plan. The CAR policy requires that this is in consultation with staff. To support and foster family-school partnerships, it is recommended to also consult with the school community to understand family expectations and build a shared understanding in regard to end of semester reporting.

The content of the overall teacher comment is determined at the school level.

Possible approaches to the content of the overall teacher comment include:

- in the secondary years, if a school has a home room/form room structure, an overall teacher comment could be written by the allocated teacher or the school could identify another appropriate teacher to be allocated the responsibility e.g., year coordinator, advocacy teacher, school leader or other teaching staff member
- for schools using a software platform, referring families to previously provided feedback on progress and achievement, with a recommendation to read that information in conjunction with the end of semester report
- parents/carers could be referred to other opportunities to seek feedback from the child's teacher, such as a scheduled parent-teacher meeting opportunity or the option of requesting an individual meeting
- if progress and achievement feedback is provided throughout the semester, a general comment suitable for any student at the school.



## Steps to consider when making changes to reporting practices

Firstly, consider if any change to existing practice is necessary to meet policy standards. If so, start a conversation with your staff about existing reporting practices, considering the following:

1. Consult with colleagues in your local area network to understand their approaches to reporting. This is especially important in regional communities with more than one school and for secondary schools with feeder primary schools.
2. Consider feedback from staff and your workload advisory committee to clarify the need for change.
3. Consult with your school community including the school board/council, P&C and the broader school community.
4. Prepare clear information regarding the proposed change in process ensuring the policy standard is met and staff, parents and school needs and expectations are balanced.
5. Update your school-based assessment and reporting plan.
6. Communicate with your staff and school community to explain the reporting changes. The Department has developed template communications.

A suggested process can be found in [Access the Engaging and Working with your Community Framework](#) <sup>[4]</sup>.

## Related services

- [Understand end-of-semester reporting requirements](#) <sup>[5]</sup>
- 

## Referenced links

1. <https://www.education.wa.edu.au/web/policies/-/curriculum-assessment-reporting-in-public-schools-procedures>
2. <https://k10outline.scsa.wa.edu.au/home/policy/teaching-assessing-and-reporting-policy>
3. [https://www.scsa.wa.edu.au/\\_\\_data/assets/pdf\\_file/0006/1087125/WACE\\_-Manual-2024.PDF](https://www.scsa.wa.edu.au/__data/assets/pdf_file/0006/1087125/WACE_-Manual-2024.PDF)
4. <https://ikon.education.wa.edu.au/-/access-the-engaging-and-working-with-your-community-framework/>
5. <https://ikon.education.wa.edu.au/-/understand-end-of-semester-reporting-requirements>