



Reporting Guidelines for Parents

These guidelines align with the DoE WA Assessment and Reporting Policy, which requires schools to report accurate, evidence-based, and fair judgements of student achievement against the Western Australian Curriculum and Achievement Standards, using professional judgement.

Kindergarten Reporting

Kindergarten students are reported on using the Early Years Learning Framework and the Western Australian Kindergarten Curriculum Guidelines. Reporting is based on teacher observations and reflects each child's individual development, strengths and progress across the early years learning areas.

Kindergarten students receive Semester 1 and Semester 2 reports; however, these differ from the reporting format used from Pre-Primary to Year 6. Reports are personalised and focus on each child's growth, development and engagement in learning.

End of Semester Reports (Pre-Primary to Year 6)

End of Semester Reports should accurately reflect what has been taught and assessed, using clear, objective language that is accessible to parents. They are designed to support a strong understanding of each student's achievement and progress, while ensuring consistency and equity across the school. Reports must include overall and/or strand grades for all learning areas, with no requirement for subject-specific comments.

Semester 1 Reports – Achievement to date

Semester 1 reports provide a *point-in-time judgement* of student achievement based on curriculum taught and assessed to that stage of the year. Grades represent the student's achievement at the time of reporting, not predicted end-of-year performance.

Semester 2 Reports – Summative achievement and progress

Semester 2 reports provide a summative judgement of achievement and progress across the entire academic year, as required by DoE WA policy.

5 Point Achievement Descriptor

Letter grade	Achievement descriptor
A	The student demonstrates excellent achievement of what is expected for this year level.
B	The student demonstrates high achievement of what is expected for this year level.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this year level.
E	The student demonstrates very low achievement of what is expected for this year level.

Table 3 from the SCSA Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting, Page 13

End of Semester Reports - General Comment

End of Semester Reports will include a general comment of up to 1,000 characters. This comment will be informed by the teacher's professional judgement and personal knowledge of the individual student and provide a clear reflection of the student's learning behaviours, engagement and a short English & Mathematics progress comment.

General comment may include:

- ☐ Work habits: independence, organisation, and participation
- ☐ Relationships: social skills, friendships, and
- ☐ Behaviour: classroom and whole school contexts – in line with school CSR values
- ☐ Leadership roles and/or extra-curricular involvement
- ☐ Inclusion in intervention programmes
- ☐ Reference IEP where relevant
- ☐ Strengths and goals

Attendance:

Where a student's attendance falls below 80%, a comment will be included at the end of the general comment.

Reporting to Parents, Formal Out of Hours Sessions

Under Clause 9.5 of the *School Education Act Employees' (Teachers and Administrators) General Agreement 2023*, schools may schedule up to two formal out of hours reporting sessions per year. Alinjarra Primary School's two sessions are:

2026	1. Semester 1, Learning Journey 2. Semester 2, End of Year Celebration
2027	1. Semester 1, Reporting to Parent Meeting Day <i>*Updated from 2026</i> 2. Semester 2, End of Year Celebration

Modified Report: SEN Reports

A modified Special Educational Needs (SEN) report is used when a student is categorised as needing substantial or extensive adjustments in accordance with the NCCD and is being assessed against an Individualised Education / SEN Plan.

Requirements:

- ☐ Parents/caregivers must be informed if their child will be receiving a modified SEN report during IEP meetings.
- ☐ When using a modified SEN Report, the learning areas within the plan will be removed from the *Main Semester Report*.
- ☐ Attitude, Behaviour and Effort checklist, as well as a general comment will be included in the general report.
- ☐ No additional written comments are required in the Modified SEN Report.

Modified Report: EAL/D Progress Maps

As part of the enrolment process, families are asked to identify their child's first language. For students whose first language is not English, the school may consider the use of the EAL/D (English as an Additional Language or Dialect) Progress Maps to support planning, assessment and reporting.

The EAL/D Progress Maps help teachers understand where a student is in their English language learning journey and identify the next steps for growth. They provide smaller, achievable stages of development, allowing teachers to monitor progress and provide targeted support as students build their English language skills.

Where the EAL/D Progress Maps are used for planning and assessment, students will receive a modified report. Instead of an English grade, progress is reported against the Progress Maps in the four language areas of Listening, Speaking, Reading and Viewing, and Writing. This provides families with a clearer picture of their child's English language development and the progress they are making over time.

Requirements:

- ☐ Parents/caregivers must be informed if their child will be receiving a Progress Map Report in English.
- ☐ All English strands are to be completed on the Progress Map Report.
- ☐ No additional written comments are required for Progress Map reporting.

Documented Plans

A documented plan is a personalised plan developed by the school, in consultation with parents and caregivers, to support students who require significant educational, wellbeing, attendance, health or behavioural adjustments. The plan outlines the student's strengths, identified needs, support strategies and goals, and helps ensure a coordinated approach between home and school.

As stated by the Department of Education WA, a documented plan is required for students who:

- Are categorised as substantial or extensive adjustments through the NCCD
- Receives an Individual Disability Allocation
- Has persistent absences
- Is in the care of the CEO of the Dept of Communities
- Has chronic, long term or significant health care conditions
- Has complex and challenging behaviours
- Presents a risk of harm to themselves or others

Schools are not required to provide a plan for other students who:

- Have their learning needs met within quality differentiated teaching practice or requiring supplementary adjustments through NCCD process
- Receive D or E grades, unless there are other supports or educational adjustments required

Students who have a documented plan are to receive a regular end of semester report, unless they are categorised into the Modified SEN or EAL/D reporting.