

Reporting Student Achievement in ACT Public Schools

In 2019 the Education Directorate are introducing a common report format, for students in Kindergarten to Year 10, through the new Student Administration System (SAS). This change will occur via a staged implementation process, with some schools piloting the new report format in Semester 1, 2019.

The new common report format uses information directly from the subject area Achievement Standards outlined in the Australian Curriculum. Achievement Standards set the goal for what all students should learn as they progress through their school life. From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HaSS)
- The Arts
- Technologies
- Languages

Below are some examples of Achievement Standard statements that may appear on a student report. Students will be allocated an achievement level against each sentence using a five-point scale: limited, partial, at standard, high or outstanding. The student will also receive an overall grade for the learning area using a five-point A-E scale.

Some example **English** statements that may appear on a report:

Foundation/Kindergarten	Year 4	Year 9
They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.	They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.	They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.
Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops.	Students create texts that respond to issues, interpreting and integrating ideas from other texts.	Students create texts that respond to issues, interpreting and integrating ideas from other texts.

Some example **Mathematics** statements that may appear on a report:

Foundation/Kindergarten	Year 4	Year 9
Students count to and from 20 and order small collections.	They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places.	They recognise the connections between similarity and the trigonometric ratios.
Students connect events and the days of the week.	Students use scaled instruments to measure temperatures, lengths, shapes and objects.	They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Some example **Science** statements that may appear on a report:

Foundation/Kindergarten	Year 4	Year 9
They suggest how the environment affects them and other living things.	They describe how contact and non-contact forces affect interactions between objects.	They explain global features and events in terms of geological processes and timescales.
	They identify when science is used to understand the effect of their actions.	Students design questions that can be investigated using a range of inquiry skills.
Students share and reflect on observations, and ask and respond to questions about familiar objects and events.	They use provided tables and column graphs to organise data and identify patterns.	They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.
	They suggest reasons why their methods were fair or not.	They analyse trends in data, identify relationships between variables and reveal inconsistencies in results.

Some example **HPE** statements that may appear on a report:

Foundation/Kindergarten	Year 4	Year 9
Students recognise how they are growing and changing.	Students recognise strategies for managing change.	Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.
They identify actions that help them be healthy, safe and physically active.	They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.	They evaluate the outcomes of emotional responses to different situations.
They describe how their body responds to movement.	They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.	They apply and transfer movement concepts and strategies to new and challenging movement situations.
They perform fundamental movement skills and solve movement challenges.	They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.

There is parent friendly information available on the Australian Curriculum via the following link <https://www.australiancurriculum.edu.au/parent-information/>

In the ACT, student work at Standard is considered a 'C' grade which indicates the student is on track and demonstrating achievement at the standard. **A 'C' grade is to be celebrated.**

You will be provided an opportunity to provide feedback on the new system generated common report format early in term 3.