

# Reporting to parents procedures

## Curriculum, assessment, reporting and certification: early childhood to year 12 policy statement

The Northern Territory Board of Studies (NTBOS) approved policy sets out the legislative foundation for the provision of school education in the Northern Territory (NT) relating to curriculum, assessment, reporting and certification.

The Department of Education's (the department) Curriculum, assessment, reporting and certification policy: early childhood to year 12, informs department staff, that is school, regional, and corporate staff about the actions they must undertake to be compliant with legislation, the NTBOS policy and the department's strategic direction.

These procedures outline what schools must do to meet [Australian Education Regulation 2013, regulation 59](#), when undertaking A to E reporting to parents.

### Policy

Reporting to parents supports their children's learning by providing information to parents and learners about achievement and indicates areas for further development. A report to parents provides a formal record – at a point in time, on each learner's achievement.

### Roles and responsibilities

Quality Teaching and Learning as the policy owner is responsible for:

- communicating and reviewing this procedure.

The school principal as the instructional leader of the school is responsible for:

- implementing<sup>1</sup> these procedures
- ensuring a report is written and archived twice a year for all enrolled learners
- ensuring reporting to parents is conducted using department-endorsed tools or systems for data collection
- ensuring grades and comments comply with the requirements of [Australian Education Regulation 2013, regulation 59](#), as explained in this procedure
- ensuring reports are provided to parents in a way that is culturally appropriate for the school community.

Teachers are responsible for:

- providing accurate and objective information about a learner's actual achievement against the Australian Curriculum Learning Area Achievement Standards for years 1 to 10 or the Northern Territory Certificate of Education and Training performance standards for years 10 to 12.

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<sup>1</sup> <https://elearn.ntschoools.net/leading-school-improvement/plan/nt-guide-implementation>

## Procedures

### Principals must:

- read and comply with the requirements of the department's Curriculum, assessment, reporting and certification policy: early childhood to year 12
- ensure all parents receive a report for all Learning Areas of the curriculum showing achievement against the Australian Curriculum (AC) achievement standards and NT Indigenous Languages and Culture (NT ILC). The Australian Curriculum, Assessment and Reporting Authority's English as an additional language or dialect (EAL/D) phase must also be reported
- ensure all learners receive a report each semester for English and Mathematics, and EAL/D phase
- ensure the Learning Areas of Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies, Languages and NT ILC are reported on at least once yearly
- formally consult with parents to determine if A to E grades are required for learners who are on an Education Adjustment Plan (EAP). This decision is recorded and the completed EAP template used for reporting
- consult with the school community for effort rating and how it is reported in your school
- use the learner's legal name on the school report – as recorded on the birth certificate – except where a wellbeing request is made to use a learner's preferred name and pronoun. A record must be kept of this request to ensure continuity in management of records
- ensure that all learners enrolled receive a report. If evidence is very limited, a school may choose to provide an alternative report to share learning achievement with families
- communicate with a learner's previous school if a learner has attended more than one school in a semester – especially when the current school has not been able to collect evidence of a learner's achievement.

### Teachers must:

- provide opportunities to collect enough evidence of learning to make an A to E grade judgement or, comments about progress and achievement to inform future learning
- report on Learning Areas taught and assessed in each semester
- report using AC EAL/D phase and provide a written comment on the learner's progress in learning Standard Australian English each semester
- identify and allocate A to E grades explicitly to the NT ILC curriculum document
- identify and allocate A to E grades if required, for learners who are on an EAP
- comply with the preferred pronoun obtained through consent of the learner and parents, and use the legal name recorded on the birth certificate of the learner on the written report
- identify and allocate A to E grades explicitly to the A to E Descriptors for the AC Learning Areas and write comments for parents.