

Understanding this sample

The following report format sample for a student with disability Years 7 to 10 demonstrates how achievement may be reported against both syllabus outcomes and personalised learning goals identified through the collaborative curriculum planning process.

The following report format sample includes:

- Life Skills outcomes (example: Life Skills English, stage 4)
- outcomes from prior stages (example: Mathematics, stage 2 and 3)

The sample demonstrates the personalised reporting scale.

The sample is intended as a guide and shows how schools can format reports for students on Life Skills outcomes or outcomes from prior stages.

Schools have flexibility in determining how to best write and format reports to meet the needs of their communities, in line with curriculum policy requirements.

Reports for students whose learning program is based on syllabus outcomes that are the same as the age/stage of their peers, refer to the secondary reporting template.

The [Curriculum planning and programming, assessing and reporting to parents K-12 policy](#) and the [curriculum policy standards](#) outline the reporting requirements for students with disability (standard 3.2.6).

Understanding this report

Learning achievement – personalised reporting scale

A summary of your child's learning based on their personalised learning goals is used. The table below shows the personalised reporting scale, which explains your child's achievement in relation to their personalised learning goals. The personalised learning goals were identified through the collaborative curriculum planning process.

Word descriptor	P4 to P1 level	Achievement description
Independent	P4	The student can complete a task independently without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.
Frequent	P3	The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate the knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.
Occasional	P2	The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.
Beginning	P1	The student has some existing prior knowledge and/or necessary pre-skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

Effort

A summary of your child's effort in each subject for this semester is included. The table below shows the scale used to report your child's effort in each subject. This information may be useful to you in conversations with your child about their learning.

This table provides an example of how to report on effort. Reporting on effort is not a mandatory requirement, schools may choose to include effort for each course.

Effort	Description for parents/carers
High	Your child actively participates and engages in most learning activities. They always try to complete and present work to a high standard.
Satisfactory	Your child actively participates and engages in most learning activities. They regularly try to complete and present work to the required standard.
Low	Your child sometimes participates and engages in learning activities. They occasionally try to complete and present work to the required standard.

New High School

Insert your school logo or emblem here

Mary Leo

Issued without any corrections

Year 8

Mary's Semester 1 report provides a summary of her progress across all key learning areas. For further information or questions regarding this report, please contact New High School at newhs@det.nsw.edu.au or call 1234 5678

Attendance

Explained absences		Unexplained absences	
Whole days	1	Whole days	0
Partial days	0	Partial days	0

Extra activities

Zone Swimming	Anzac Day service	Art Club	Boccia Competition

Life Skills outcomes (example: Life Skills English, stage 4)

The 5-point achievement scale is not required for reporting on student achievement in relation to Life Skills outcomes.

English Life Skills	Overall achievement P2 – Occasional	Effort Satisfactory
Learning outcomes	Achievement	
Engages with a range of texts	P2 – Occasional	
Uses reading strategies when engaging with a range of texts	P2 – Occasional	
Composes texts for everyday purposes	P2 – Occasional	
Recognises nonverbal indicators associated with communication	P3 – Frequent	
	Select	

Teacher’s comments

Mary is a polite student who is making progress towards her personalised learning goals. She is working on participating in regular reading sessions and listening carefully to her peers. With support, she has been exploring different types of texts and genres and sharing her reading experiences. Mary has contributed to a collaborative reading journal and a digital presentation. She has done well with regular practice using pictures and symbols. Continued practice in expressing her understanding of the meaning behind pictures and symbols may further develop her ability to use and recognise visual clues.

Teacher: Mr A Teacher

Head Teacher: Mrs B Teacher

Outcomes from prior stages (example: Mathematics, stage 2 and 3)

Reports for students whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, will indicate achievement against syllabus outcomes and personalised learning goals identified through the collaborative curriculum planning process. The sample demonstrates outcomes from the Mathematics K–10 syllabus, stage 2 and 3 outcomes.

Mathematics (Prior stages)	Overall achievement P2 – Occasional	Effort Satisfactory
Learning outcomes	Achievement	
Compares two-dimensional shapes and describes their features	P3 – Frequent	
Visualises, sketches and constructs three-dimensional objects, including prisms and pyramids, making connections to two-dimensional representations	P3 – Frequent	
Represents and uses the structure of multiplicative relations to 10 x 10 to solve problems	P2 – Occasional	
Completes number sentences involving multiplication and division by finding missing values	P2 – Occasional	
Selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities	P2 – Occasional	
Interprets data in tables, dot plots and column graphs	P2 – Occasional	

Teacher's comments

Mary is working on a personalised Mathematics program that supports her individual learning needs and helps build foundational skills. She works well in class and can identify and describe the features of two-dimensional shapes, such as the number of sides and corners. She is also developing her understanding of multiplication and division. With support, she can solve number sentences by finding missing values. These activities help Mary recognise patterns and relationships in numbers, particularly within the 10×10 multiplication facts. In Data, Mary is learning to understand simple tables, dot plots, and column graphs. She is beginning to describe what the data shows, such as which items are most or least common. Mary is making steady progress and is becoming more confident in using mathematical language and strategies. With continued support and practice, she is on track to deepen her understanding of these important concepts.

Teacher: Ms C Teacher

Head Teacher: Mrs D Teacher