

# Measuring your child's progress

School reports, comments from the teacher and the work your child brings home are all ways to measure your child's progress at school.

The monitoring, review and reporting of your child's progress is essential for your child to have a positive learning experience at school. These processes also assist with the ongoing development of your child's Individual Learning Plan.

It is important to focus on the progress your child makes throughout the school year and to celebrate their successes, both big and small. You might observe progress through improved behaviours, things your child talks about at home or from information communicated by the school.

There is a fine balance between having high expectations and achievable goals. Focus on the progress your child has made in their own learning and development rather than comparing their achievements to those of other students.

If there are areas where progress has stalled or is slower than expected, discuss these with the Student Support Group.



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## School reports

Schools inform parents of student progress with twice-yearly school reports and mid-year parent-teacher interviews. All government schools (with the exception of some specialist schools) use the A to E rating scale, where a 'C' rating means that a student is at the standard expected at the time of reporting.

The A to E ratings have the same meaning at all schools and are used to report student progress against the same statewide standards. Standard school reports also include individualised comments from the teacher that can provide additional information about your child's progress.



**Student Support  
Group Guidelines**

**Section 6.4 Monitoring and  
Evaluation**

## Examples of measuring goals for English

Learning area	Entry skills	Goals	Achievement
<b>English - reading</b>	Sam is familiar with books at home and is read to regularly.	By the end of Term 2: To understand the directional sequence of text. To recognise some letters of the alphabet. To develop awareness of the relationship between sounds and letters.	<b>5</b>
<b>English - speaking and listening</b>	Sam speaks in two or three word utterances, supported by pointing and gesturing. He is difficult to understand for the new listener but this gets easier as you get to know him.	By the end of Term 2: To be able to express greetings clearly, such as 'Hello Tom', 'Good morning Mrs Jones'. To speak in longer sentences using verbs to express needs, such as 'I want a drink, please' instead of just saying 'drink'.	<b>4</b>

### Individualised reports

Individualised reports can be developed for students who have a modified curriculum that does not fit within the standardised A to E reporting framework. As individualised reports rely more on the teacher's assessment of your child's progress, it is important to develop goals that can be measured in a meaningful way.

Goals that have clear links to the curriculum can be more easily measured. Clearly established entry level skills can become the baseline from which to measure progress.

In some areas of work, your child's progress can be demonstrated by the inclusion of samples or portfolios with their report.

Individualised reports also include detailed comments from the teacher that are in the same format for all students in government primary schools. These comments provide more specific information about progress and what the school and parents can do to support future learning.

### Achievement Ratings

- 1 No progress
- 2 Little progress
- 3 Satisfactory progress
- 4 Good progress
- 5 Very good progress
- 6 Excellent progress

### Additional comments

What Sam has achieved ...

Areas for improvement or future learning ...

The school will do the following to support Sam in his learning ...

What you can do at home to help Sam's progress ...