

Note: These templates are optional and intended as a guide to support teachers and leaders in meeting compliance requirements.

Understanding this report

Standards referenced assessment is used in NSW schools. This means your child's performance is compared to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

[Assessment Principles | NSW Curriculum | NSW Education Standards Authority](#)

You may require your child's achievement to be reported in a certain way. You may also want to know the number of children in your class who achieved a certain level.

Achievement	Description for parents/carers
Outstanding	A Your child's achievement is outstanding. They have demonstrated a high level of knowledge and skills in this area.
High	B Your child's achievement is high. They have demonstrated a good level of knowledge and skills in this area.
Expected	C Your child's achievement is expected. They have demonstrated a satisfactory level of knowledge and skills in this area.
Basic	D Your child's achievement is basic. They have demonstrated a satisfactory level of knowledge and skills in this area.
Limited	E Your child's achievement is limited. They have demonstrated a satisfactory level of knowledge and skills in this area.

This table provides a plain English version of the achievement scale, designed to support clear communication with parents.

Making a holistic on-balance professional judgement

"Holistic on-balance judgements are based on a range of assessment information and used to determine overall student achievement in relation to performance standards. To support holistic on-balance judgements, teachers should provide **multiple opportunities for students to demonstrate their achievement** in relation to the syllabus outcomes in a variety of ways and in a range of situations". ([Reporting and Using Grades | NSW Curriculum | NSW Education Standards Authority](#))

Find more information and support about [formative assessment](#) on the [department's webpages](#).

Note: For small student groups, schools must take extra care when reporting comparative achievement to protect the privacy of individual students.

A summary of your child's effort is provided in the scale used to report your child's achievement. You can have conversations with your child about their effort.

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

The term 'Expected (C)' replaces 'Sound (C)' when reporting to parents and carers to provide greater clarity and ensure reports are more easily interpreted and understood. This change reflects a shift toward plain English communication, aimed at helping families better understand their child's results.

While 'Sound' remains in use for teachers, 'Expected' has been introduced to enhance communication with families. For example, the term 'Sound' can have multiple connotations, such as making a sound, which may cause confusion when interpreting a student's achievement.

'Expected (C)' clearly communicates that the student is achieving the standard expected at this point in their learning. This adjustment supports transparency, improves understanding, and aligns with NSW curriculum standards.

Reporting on 'effort' is optional. This provides an approach to communicate students' commitment to learning. Feedback from parents and carers indicates that they appreciate insights into their child's effort.

[School name]

Insert image of school logo/emblem

[Student full name]

Issued without any corrections

[Grade]

[First name's] Semester [#] report provides a summary of [gender] progress across all key learning areas. For further information or questions regarding this report, please contact [School name] at [School email] or call [School phone number]

Attendance

Reporting on attendance is required under the CPPAR policy. Schools have the flexibility to decide how this information is presented.

Explained absences		Unexplained absences	
Whole days		Whole days	[#]
Partial days	[#]	Partial days	[#]

Schools must provide information about student achievement in relation to school programs that extend or are additional to syllabus requirement. This table shows one way to do this.

Extra activities

[insert activity]	[insert activity]	[insert activity]
[insert activity]	[insert activity]	[insert activity]

[Subject name]	Overall achievement High	Effort High
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Learning outcomes	Achievement
[Insert text]	High
[Insert text]	Select
[Insert text]	Select
[Insert text]	Select
[Insert text]	Select

Using plain English when reporting to parents is essential for ensuring accessibility. Plain English relies on clear, direct, and simple language, avoiding jargon, so readers can quickly and easily understand the information. For guidance, refer to [plain English principles](#) for practical tips on writing effectively.

Teacher's comments
 [Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]

[Subject name]	Overall achievement High	Effort High
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Learning outcomes	Achievement
[Insert text]	High
[Insert text]	Select
[Insert text]	Select
[Insert text]	Select
[Insert text]	Select

Teacher's comments
 [Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to syllabus content, modify to plain English.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]

[Subject name]	Overall achievement High ▼	Effort High ▼
Learning outcomes	Achievement	
[Insert text]	High ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	

Teacher's comments

[Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to syllabus content, modify to plain English.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]

[Subject name]	Overall achievement High ▼	Effort High ▼
Learning outcomes	Achievement	
[Insert text]	High ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	

Teacher's comments

[Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to syllabus content, modify to plain English.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]

[Subject name]	Overall achievement High ▼	Effort High ▼
Learning outcomes	Achievement	
[Insert text]	High ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	

Teacher's comments

[Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to syllabus content, modify to plain English.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]

[Subject name]	Overall achievement High ▼	Effort High ▼
Learning outcomes	Achievement	
[Insert text]	High ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	
[Insert text]	Select ▼	

Teacher's comments

[Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to syllabus content, modify to plain English.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]

[Subject name]	Overall achievement High	Effort High
Learning outcomes	Achievement	
[Insert text]	High	
[Insert text]	Select	
[Insert text]	Select	
[Insert text]	Select	
[Insert text]	Select	

Teacher's comments

[Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to syllabus content, modify to plain English.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]

[Subject name]	Overall achievement High	Effort High
Learning outcomes	Achievement	
[Insert text]	High	
[Insert text]	Select	
[Insert text]	Select	
[Insert text]	Select	
[Insert text]	Select	

Teacher's comments

[Comments should be written in plain English. 150 words. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to syllabus content, modify to plain English.]

Teacher: [Teacher name]

Head Teacher: [Head teacher name]