



Aunty Agnes Shea

HIGH SCHOOL

WALKING TOGETHER, SHAPING TOMORROW

Reporting Policy



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Aunty Agnes Shea High School Front Office 02 61 424250.

Purpose

This policy establishes clear and consistent guidelines for evaluating and communicating student progress and achievement.

Reporting

At Aunty Agnes Shea High School reporting is both formal and informal. Informal reporting to parents and carers might include: telephone calls, communication through Google Guardian Summaries, emails, student-led conferences, parent-teacher interviews, open days, assemblies, and student workbooks. Formal reporting occurs twice a semester (four times a year) at mid-semester and end of semester.

Mid-Semester Report

Mid-semester reports are issued to all students at the end of term 1 and term 3 prior to the Parent/Teacher interviews. Students are assessed on their Achievement and Effort in each subject.

End of Semester Reports

End of semester reports are issued to all students at the end of term 2 and 4. Students are assessed against their progress towards the Achievement Standards using the 5-point scale listed below.

Reporting Scale

Achievement

- Outstanding
- High
- At Standard
- Partial
- Limited

Work Habits

Effort

- Consistently
- Usually
- Sometimes
- Rarely

Grades

When a student receives a 'C' grade, it means they have met the expectations described in the Achievement Standard for the content studied during that reporting period.

Each student's report includes a grade for every subject studied. The following A–E scale describes the level of achievement in relation to the standard:

- A: Demonstrating outstanding achievement of the standard
- B: Demonstrating a high achievement of the standard
- C: Demonstrating achievement of the standard
- D: Demonstrating partial achievement of the standard
- E: Demonstrating limited achievement of the standard

Consideration

Consideration is provided at the discretion of the faculty Executive Teacher and Student Wellbeing team. This is applied when a student has been absent, ill, or experienced difficulties outside of school that has impacted their ability to complete set work, and they have provided a legitimate reason (e.g., medical certificate). Where enough assessable work has been completed, a pro-rata grade will be calculated.

Status

Status is awarded to those students who have had prolonged absences from school and have provided a legitimate reason (e.g., medical certificate). Status is awarded when the student's assessment has been adversely affected by their absence. The decision to award a Status grade is determined by the Principal in consultation with Student Wellbeing team and is usually arrived at in consultation with the family.

Parent/Teacher Interviews

Parent/Teacher interviews provide time for the teachers, parents, and/or carers to discuss the students' progress. Formal Parent/Teacher interviews occur twice a year after the mid-semester reports. Parents and carers are encouraged to reach out to teachers whenever they have concerns or require more additional information about their child's progress.

Modified (P) Programs

The 'P' identifier is intended for a small number of students who are accessing an adjusted curriculum designed by their teacher to meet their learning needs. The report template includes the following advice to parents and carers regarding the 'P' identifier, a 'P' after the Learning Area name indicates your child had been provided with a personalised program, this may include an Individual Learning Plan (ILP) or Student Adjustment Matrix (SAM).

Name	Reporting Policy
Current Version	May 2025
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Sub-Program/Area	Curriculum, Assessment and Reporting

