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Communicating Learning Progress with Families Policy

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1 Purpose

This Policy applies to all Department for Education, Children and Young People (the department) schools from kindergarten to Year 12 (K-12) and outlines the requirements for communicating student learning progress, achievement and wellbeing with families. This process allows for family engagement in their child's learning and wellbeing.

2 Policy statement

All Tasmanian Government Schools are required under legislation to provide families with formal and informal opportunities to receive meaningful information about students' learning progress and achievement, throughout the school year.

Schools **must work with School Associations** to enact the Policy and determine how the department's Communicating Learning Progress with Families Procedures may be contextualised for their community.

The requirements outlined below should contribute positively to student learning and wellbeing, while being considerate of teacher workload.

This Policy must be read in conjunction with the [Communicating Learning Progress with Families Procedures](#) and other supporting documentation, which provide full details of the application of the Policy across K-12. Further information and support resources are available on the [Teaching and Learning Centre](#).

3 Communicating learning progress requirements

From Term 1, 2022 a phased implementation of new reporting requirements for all Tasmanian Government Schools (K-10) began. From 2025, full implementation of reporting requirements will be required for all Tasmanian Government Schools (K-10). Full implementation of reporting requirements for Senior Secondary will commence from 2026.

Please refer to the [Communicating Learning Progress with Families Procedures](#) for an implementation schedule for K-10 and the [Teaching and Learning Centre](#) for Senior Secondary.

Table 1: Communicating learning progress requirements

ELEMENT	REQUIREMENT
Summative reports of learning achievement provided at mid-year and end of year	<ul style="list-style-type: none">Summative reports of learning achievement against the Achievement Standards of the Australian Curriculum must be provided for P-10:<ul style="list-style-type: none">Prep: end of year only for English, Mathematics and ScienceYears 1 to 6: twice yearly for English, Mathematics and Science and at least once per year for Humanities and Social Sciences (HASS)Years 7 to 10: twice yearly for all Australian Curriculum Learning Areas taught (or once per year if the Learning Area is taught across one or two terms only).For students whose learning is not able to be assessed against the Australian Curriculum, a summative report of learning achievement can be provided

ELEMENT	REQUIREMENT
	<p>twice-yearly using the SARIS learning plan goal continuum (PLP) or share student's learning plan with families.</p> <ul style="list-style-type: none"> Summative reports will communicate student learning achievement via a visual scale and worded descriptor. Written comments will not be included in summative reports. Summative reports will be made available to each family either electronically or printed and sent home. Teachers assess kindergarten students against the Kindergarten Development Check (KDC). This is not a summative report but is undertaken twice-yearly.
Communication to support learning and wellbeing	<ul style="list-style-type: none"> Schools will provide an opportunity to communicate with a student's family at least four times per year. The focus of this communication must be about the student's learning progress, application to learning and wellbeing. The mode of communication used must be easily accessible for each family. Students should be involved in the communication of their learning progress, application to learning and wellbeing. Schools must document occasions where communication (about learning progress, application to learning or wellbeing) with families has not been successful.
Regular sharing of Evidence of Learning (EoL) from assessment	<ul style="list-style-type: none"> Evidence of Learning (EoL) informs the feedback that teachers provide students. Feedback will recognise what the student has achieved and support next steps in their learning. EoL must be assessed against the appropriate standards for (full implementation from 2025 for K-10): <ul style="list-style-type: none"> Kindergarten: <ul style="list-style-type: none"> Share four EoL against some or all of the five Outcomes of the Early Years Learning Framework (EYLF) Australia, across the school year. Prep to Year 6: <ul style="list-style-type: none"> English and Mathematics: Share three EoL for both English and Mathematics by the end of the year. Science and HASS: Share one EoL by the end of the year. Specialist teachers: Share one EoL for Australian Curriculum learning areas by the end of the year for full-time subjects. Years 7 to 10: <ul style="list-style-type: none"> English and Mathematics: Share two EoL for both English and Mathematics by the end of the year. Share one EoL for all other Australian Curriculum Learning Areas taught by the end of the year. This applies to full-year subjects. Years 11 and 12 (full implementation from 2026): <ul style="list-style-type: none"> A sample of student work undertaken as part of the normal course delivery will be used as EoL. The evidence will be assessed against the course standards as outlined in the published course document.

ELEMENT	REQUIREMENT
	<ul style="list-style-type: none"> ◦ For students whose learning is not able to be assessed against the appropriate standard, EoL must be assessed against one evidence per key outcome aligned to the SMART goal/s by the end of the year. ◦ For students in K-10, EoL can be shared with a student's family during a communication/conversation, through an online platform or printed and sent home.

4 Related policies

- Nil

5 Related procedures

- [Communicating Learning Progress with Families Procedures](#)

6 Supporting information/tools

- [The Pedagogical Framework](#)
- [Learners First: DoE Assessment Strategy 2020-2023 \(currently under review\)](#)
- [Reporting to Families section - Teaching and Learning Centre \[STAFF ONLY\]](#)
- [Respectful Schools, Respectful Behaviour: Building Inclusive Practice in Schools](#)

7 Legislation

- [Australian Education Regulation 2023](#)
- [Education Act 2013 \(Cth\)](#)

The *Australian Education Regulation 2013* (Cth) and the *Education Act 2013* (Cth) prescribe the minimum standards and other requirements that schools must comply with to be approved authorities.

The Australian Education Regulation 2013 (Cth) states;

Section 59 Student Reports

- (1) For paragraph 77(2)(f) of the Act, an approved authority for a school must provide a report to each person responsible for each student at the school in accordance with this section.
- (2) A report must be readily understandable to a person responsible for a student at the school.
- (3) A report must be given to each person responsible for the student at least twice a year.
- (4) For a student who is in any of years 1 to 10, the report must:
 - (a) give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement:
 - (i) against any available national standards; and
 - (ii) relative to the performance of the student's peer group; and
 - (iii) reported as A, B, C, D or E (or on an equivalent 5 point scale) for each subject studied, clearly defined against specific learning standards.

8 Definitions

Assessment

The intentional process of eliciting evidence of learning at a point in time (*Learners First: DoE Assessment Strategy 2020-2023*).

Evidence of Learning (EoL)

The artefacts that students produce that demonstrate their learning. It may include evidence elicited by teacher-designed assessment tasks or may be student generated.

Evidence of learning can also include teacher observations of actions.

Families

The term 'family' is used in the broadest sense. It includes all primary and other caregivers involved in the lives of learners and includes the student ([Respectful Schools Respectful Behaviour: Building Inclusive Practice in Schools](#)).

Kindergarten Development Check (KDC)

Undertaken twice-yearly.

K-10

From Kindergarten to Year 10.

Learning achievement

The level of proficiency against a continuum of learning or recognised standard at a given point in time.

Learning progress

The gain, growth or increasing proficiency along a continuum of learning (or learning progressions), as measured over time (Masters, G., 2017).

Must

Is to be interpreted as mandatory.

Reporting

The process of communicating evidence of student learning progress, achievement and wellbeing.

Senior Secondary

Students in Years 11 and 12.

Student agency

The level of autonomy and power that a student experiences in the learning environment, relating to having an active role in their learning through voice, and often a choice in the process (Barker and Harris, 2020).

Summative report

A summative report demonstrates learning achievement at a point in time against:

- learning outcomes from the Early Years Learning Framework
- the achievement standards of the Australian Curriculum
- identified learning goals from individual learning plans
- other nationally recognised standards including competency-based standards for VET.

Barker, B & Harris, D 2020, *Parent and Family Engagement: An implementation Guide for School Communities*, Canberra: ARACY.

Masters, G.N. 2017, *Monitoring Learning* in T. Bentley & G.C. Savage (Eds.), *Educating Australia: Challenges for the decade ahead*, Carlton, Victoria: Melbourne University Publishing.

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