



St Benedict's Primary School

Tallara Parkway
NARRABUNDAH, ACT, 2604

Ph: 02 6295 8027

Email: Office.StBenedicts@cg.catholic.edu.au

23rd June, 2017

PARENT INFORMATION – SCHOOL REPORTS

Semester 1, 2017

Attached is your child's Semester 1 School Report, summarising their learning for this semester. Teachers have been assessing your child's progress throughout the semester. These written reports are issued twice each year and opportunities are offered to discuss the written reports after they have been distributed.

The report format attached is standard across all Catholic systemic primary schools in the ACT and designed to meet the Australian Government requirements for reporting to parents. Please remember that this is a document addressed to and designed *for parents*. It is not designed for primary aged students to read and understand. Teachers provide ongoing feedback to students on their achievement and progress in both incidental and formal ways on a regular basis. If and/or when you choose to share this with your child please be sure to assist them in interpreting the information contained. The Three Way Conferences next week will be an important time for your child to share some of their learning with you.

The Year 1 – 6 Report and Kindergarten Reports

Years 1 – 6 students have assessment grades for all Key Learning Areas (KLAs) they have studied each semester. *The A-E structure is not as we all knew it when we were at school.* The A-E scale used now represents where your child sits against the understandings and skills expected for their year level at this time as outlined in the Australian Curriculum. The grade 'C' is considered sound, competent and adequate. This is a **very appropriate** level of achievement for students and is to be acknowledged positively. Most students will achieve a 'C'. A number of students may achieve an 'A' or 'B' because they have displayed understandings and skills to a degree beyond what is expected for their year level at this time. Another group may achieve a 'D' or 'E' because they are still working towards achieving the skills and understandings expected at their year level at this time.

Kindergarten students receive reports with a set of three descriptors: *Competent, Developing, Experiencing Difficulty*. These descriptors are used because they acknowledge that much of the time in Kindergarten is learning what it means to be at school, how to sit, participate, cooperate and complete various types of tasks. It is difficult to assign a 'grade' to their progress at such an early stage.

Religious Education

In all Catholic schools this is a core Curriculum Area. The syllabus taught is available on the Catholic Education Office website. Assessment in this area is based on conceptual understanding and engagement with the RE Curriculum and **not** the level of faith development.

English

Aligned to the Australian Curriculum, students are assessed on:

- Their receptive language understandings and skills:
 - a) Reading and Viewing, and
 - b) Listening

- Their expressive language understandings and skills:
 - c) Writing and Creating, and
 - d) Speaking.

While spoken and written language are obvious aspects of the English curriculum, also included are visual texts (pictures, posters, movies, documentaries) that convey messages and meaning for comprehension and expression.

Mathematics

There are four significant content strands and inherent within these strands is an assessment of students' *mathematical proficiency*. This refers to students' understanding, fluency, problem solving and reasoning, i.e. their ability to 'think and act' with the content and apply it across various circumstances.

Humanities and Social Sciences & Science

These areas have evolved as we have taken up Australian Curriculum content. Humanities and Social Sciences includes inquiry-based units in the areas of History (K-6), Geography (K-6), Civics and Citizenship (Years 3-6) and Economics and Business (Year 5/6).

The Science curriculum is based upon understandings developed each year in biological, physical, earth and space and chemical sciences. It also explores the science of human endeavour and specific science inquiry skills developed over two years.

The Arts

The four areas reported against in The Arts: *Visual Arts, Dance, Drama and Music*. All four areas may not appear on your child's report as some are conducted more intensely for one semester only, e.g. Dance and Drama in Semester 1 and Media and Visual Arts in Semester 2. It will depend upon the programs organised and delivered by teachers.

Health and Physical Education (PDHPE)

The first strand of PDHPE, *Movement and Physical Activity* (e.g. Physical Education, Gymnastics) is conducted all year. Each year level then determines when to cover the content for the remaining strands *Personal, Social and Community Health*. Depending on the year level and content the strands may be best taught in different semesters or in small ways, regularly throughout the year.

Personal and Social Capabilities

The use of Personal and Social Capabilities, as a method of reporting non-academic learning, provides both parents and students with information that will influence their academic achievement. Throughout the learning process, positive dispositions and learning behaviours build a young person's self-esteem and confidence, which is necessary at school. The report describes these behaviours with a three point scale: *Consistently, With Encouragement* and *Not Yet Evident*.

We look forward to talking to you further at next week's Three Way Conferences, celebrating your child's achievements so far this year and setting goals for the next semester.



Rachel Smith
Principal