

# Understanding your child's Report Card



# What are the descriptions of achievement?

Grade	Description
A – Outstanding Achievement	The student has an <u>extensive</u> knowledge <b>and</b> understanding of the content and can <u>readily apply</u> this knowledge. <u>In addition</u> , the student has achieved a <u>very high</u> level of competence in the processes <b>and</b> skills <b>and</b> can <u>apply</u> these skills to <u>new</u> situations.
B – High Achievement	The student has a <u>thorough</u> knowledge <b>and</b> understanding of the content and a <u>high level of competence</u> in the processes <b>and</b> skills. <u>In addition</u> , the student is able to <u>apply</u> this knowledge <b>and</b> these skills to <u>most</u> situations.
C – Sound Achievement	The student has a <u>sound</u> knowledge <b>and</b> understanding of the main areas of content <b>and</b> has <u>achieved</u> an <u>adequate level of competence</u> in the processes <b>and</b> skills.
D – Basic Achievement	The student has a <u>basic</u> knowledge and understanding of the content <b>and</b> has <u>achieved</u> a <u>basic level of competence</u> in the processes <b>and</b> skills.
E – Limited Achievement	The student has an <u>elementary</u> knowledge <b>and</b> understanding in a few areas of the content <b>and</b> has <u>achieved</u> <u>very limited competence</u> in some of the processes <b>and</b> skills.



# A closer look at a QHPS Report Card:

The front cover...



Principal - Mr Bert Lo Campo

2020 - Semester 2

2021 - Semester 1



Years 1-6

Description of achievement as mandated by the Board of Studies (NESA)

Kindergarten

## Report Overview

There are seven Key Learning Areas that your child is studying at school:

English, Mathematics, History, Geography, Science and Technology, Creative Arts and Personal Development, Health and Physical Education.

Each Key Learning Area is divided into outcomes, which are the expected learning achievements for each Stage. The outcomes for each stage are assessed regularly using a variety of strategies and are expected to be attained over two school years.

Achievement	Achievement Description
Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Achievement	Achievement Description
Working Towards	The student is developing their understanding of knowledge and skills of the main areas of content and has not reached the expected levels of competence in the skills and processes at this time.
Achieved	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Working Beyond	The student has a thorough knowledge of the content and a high level of competence in the processes and skills. In addition, the student can readily apply this knowledge to most situations.



# A closer look at a QHPS Report

Your child's effort for that subject

Your child's overall grade for that subject

Syllabus content being reported this semester

Your child's grade for that content

English	Overall Achievement	Effort	Excellent
<b>Speaking and Listening</b>	Sound		
communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations			Sound
recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts			Sound
<b>Writing and Representing</b>			
plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers			Sound
identifies how language use in their own writing differs according to their purpose, audience and subject matter			Sound
<b>Reading and Viewing</b>			
draws on an increasing range of skills and strategies to fluently read and comprehend a range of texts on less familiar topics in different media and technologies			High
recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter			Basic
<b>Spelling</b>			
uses a variety of strategies, including knowledge of sight words and letter-sound correspondence to spell familiar words			High
<b>Grammar, Punctuation and Vocabulary</b>			
uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts			Sound
<b>Handwriting and Using Digital Technologies</b>			
composes texts using consistent size and slope			Sound
uses digital technologies			High
<b>Thinking Imaginatively and Creatively</b>			
thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts			Sound
<b>Expressing Themselves</b>			
responds to and composes a range of texts about familiar aspects of the world and their own experiences			Sound
<b>Reflecting on Learning</b>			
identifies and discusses aspects of their own and others' learning			High



# A closer look at a QHPS Report Card:

## EAL/D Learning Progression Phase

Phase

Beginning

Emerging

Developing

Consolidating

Teacher Comment

■ is working in the Consolidating phase of the EAL/D Learning Progressions. He is able to independently monitor his own reading by using a variety of self-correction strategies to maintain meaning.

Your child's  
EAL/D Learning  
Progression  
Phase

Teacher comment  
about your child's  
EAL/D Learning  
Progression Phase

Kindergarten to Year 2 are working towards a different set of expectations on the EAL/D Learning Progressions so you may notice that your child has appeared to have dropped or gone backwards when they get to Year 3. This may not be the case – it may just be the different expectations.



# A closer look at a QHPS Report Card:

Your child's rating

## Attitudes To Learning

### Commitment to Learning

Area	C	U	S	R
Asks for assistance when needed	✓			
Completes set homework	✓			
Completes tasks in a reasonable manner	✓			
Demonstrates an interest in tasks	✓			
Demonstrates pride in presentation of work	✓			
Uses technology effectively	✓			

### Social Development

Area	C	U	S	R
Demonstrates organisational skills	✓			
Demonstrates self discipline	✓			
Participates well in group activities	✓			
Participates well in individual activities	✓			
Participates well in whole class activities	✓			
Respects class and school expectations	✓			
Responds well to constructive requests	✓			
Works co-operatively	✓			

C = Consistently, U = Usually, S = Sometimes, R = Rarely

Explanation of rating



# A closer look at a QHPS Report Card:

## Absences: Semester 2 2020

Whole Days Absent	5	Partial Days Absent	2
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Number of whole days absent from school

Number of days partially absent (maybe they arrived late or were picked up early)

