# 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</u> <u>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</u> <u>competence</u> in some of the processes <b>and</b> skills.



#### 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:

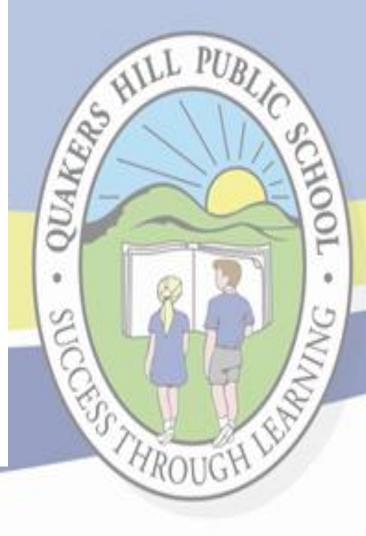
English, Mathematics, History, Geography, Science and Technology, Creative Arts and Personal Denent, Health and Physical Education.

Each Key Learning Area is a few mino outcomes, which are the expected tearning a blevements for each Stage. The outcomes for each mage are assessed regularly using a variety of strategies and are expected to be attained over two schools are the stage.

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.		

ng program for all students in New South Wales is divided into stages. Kindergarten students are ... Sarly Stage 1. The kindergarten program provides the foundations for success at school and beyond. This report provides information about your child beforemance in Kindergarten during this semester.

7	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 Repor

Your child's overall grade for that subject

Syllabus content being reported this semester

Reflecting on Learning

identifies and discusses aspects of their own and others' learning

English				
Overall Achievement Sound Effort Excellent				
Speaking and Listening				
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			
Writing and Representing				
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			
Reading and Viewing				
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				
Spelling				
uses a variety of strategies, including knowledge of sight words and letter-sound correspondence to spell familiar words	High			
Grammar, Punctuation and Vocabulary				
uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts	Sound			
Handwriting and Using Digital Technologies				
composes texts using consistent size and slope	Sound			
uses digital technologies	High			
Thinking Imaginatively and Creatively				
thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	Sound			
Expressing Themselves				
responds to and composes a range of texts about familiar aspects of the world and their own experiences	Sound			

Your child's grade for that content

Your child's

effort for that subject

High



Your child's EAL/D Learning Progression Phase

#### **EAL/D Learning Progression Phase**

Phase

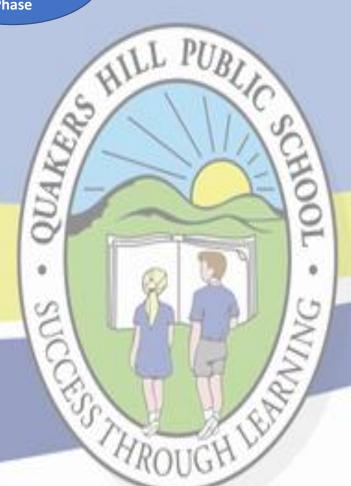
Beginning Emerging Developing Consolidating

#### Teacher Commen

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.

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.



Your child's rating

Attitudes To Learning Commitment to Learning	$\bigwedge$		Social Development				
Area	С	J S R	Area	C U S R			
Asks for assistance when needed	<b>✓</b>		Demonstrates organisational skills	$\checkmark$			
Completes set homework	<b>√</b>		Demonstrates self discipline	$\checkmark$			
Completes tasks in a reasonable manner	✓		Participates well in group activities	$\checkmark$			
Demonstrates an interest in tasks	<b>√</b>		Participates well in individual activities	$\checkmark$			
Demonstrates pride in presentation of work	$\checkmark$		Participates well in whole class activities	$\checkmark$			
Uses technology effectively	$\checkmark$		Respects class and school expectations	$\checkmark$			
	V		Responds well to constructive requests	$\checkmark$			
			Works co operatively	<b>√</b>			
C = Consistently, U = Usually, S = Sometimes, R = Rarely							

Explanation of rating

