

Understanding Your Child's Report

Infant Jesus School is mandated by the Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting. These guidelines are set by the School Curriculum and Standards Authority of Western Australia (SCSA). Schools must provide a plain language report to parents and carers at the end of each semester.

We acknowledge parents as the first educators of their child and share a strong partnership with each family. Our home/school relationships are based upon on-going communication, openness and trust. Parents are supported in understanding their role alongside the school and together we support all children to achieve their true potential.

Our Learning and Teaching Program provides a broad range of educational experiences which will enable children to develop spiritually, intellectually, emotionally, physically and socially.

This written report complements the many ways that the school utilizes to communicate to parents the learning and development of their children. It needs to be read in conjunction with but not limited to:

- Parent teacher interviews
- Children's learning assessment samples placed in the Developmental Portfolio
- Parent, child and school initiated Learning Journeys
- Formal parent meetings
- Informal teacher/parent conversations

Rating Progress in Relation to the Achievement Grades

The allocation of a grade describes the level of achievement that is expected for the year level at that point in time. Teachers determine:

- What a child can already do at this point in time in relation to the achievement standard.
- The knowledge, understanding and skills covered up to that point in time.
- What a child needs to be able to do by the end of the current school year (the outcomes associated with the current end of year achievement standard).



Mid-Year Reporting

The achievement standards articulated in the Outline describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time are allocated an 'A' grade or 'Excellent' achievement and students demonstrating satisfactory achievement are allocated a 'C' grade or 'Satisfactory' achievement.

Grading Scale

Children receive an overall grade (A to E) for their achievement in each learning area. In some learning areas they may also receive a grade for the learning area components assessed (for example in Mathematics there is an overall grade, but also a grade for each of the strands within subject - Number & Algebra, Measurement & Geometry, and Statistics & Probability).

The A – E grade scale summarises the standard of achievement associated with each learning area. The scale describes the depth of knowledge, understandings and skills that children working at that standard typically show.

If your child receives a 'C' grade, they are achieving at the required level for their year. **Maintaining a grade in a learning area from one semester to the next is an indication of positive achievement and expected development.**

Year 1-6 Grading Scale

- A** **Excellent** - The student demonstrates excellent achievement of what is expected for this year level.
- B** **High** - The student demonstrates high achievement of what is expected for this year level.
- C** **Satisfactory** - The student demonstrates satisfactory achievement of what is expected for this year level.
- D** **Limited** - The student demonstrates limited achievement of what is expected for this year level.
- E** **Very Low** - The student demonstrates very low achievement of what is expected for this year level.

Pre-Primary Grading Scale

- A Exceptional - The student demonstrates exceptional achievement given the expectations for this year level.
- B Exceeded - The student has exceeded the achievement expected for this year level.
- C Expected - The student demonstrates the expected achievement for this year level.
- D Working Towards - The student is working towards the achievement expected for this year level.
- E Not Yet Demonstrated - The student demonstrates very low achievement of what is expected for this year level.

Attitude and Effort

This year we have also included an effort comment in the report. This focusses on two particular areas; **Responsibility for Learning** and **Preparedness for Class**. This is also on a five point scale – Unsatisfactory, Inconsistent, Satisfactory, Very Good and Outstanding. The scale summarises the depth of attitude and effort demonstrated across all areas within the learning area.

Attendance Data

Attendance data has also been included on this year's academic report. This is recorded in half days absent. A half day consists of two consecutive hours not attending the school program. If a child is absent before roll call in the morning, this is also contributing to the absentee data. As the report is printed prior to being handed to the parents the absentee data for Semester One is for date range of 1 February 2017 – 7 June 2017.

Additional Support and Alternative Reporting

Some children may receive additional support from specialist support staff for literacy, numeracy, ESL and/or special education. In these instances, children may have an Learning Adjustment Plan (LAP) or Individualized Education Plan (IEP) in place. These children will receive a report which will accurately report their progress in relation to their LAP or IEP.