



## ST JOHN'S LUTHERAN SCHOOL KINGAROOY

### STUDENT REPORT CARD POLICY - A GUIDE FOR PARENTS

*At St. John's we ask that you, as parents, view the Report Card in the way it is intended by our teachers. The Report Card is not a final word but a means of evaluating progress for the purpose of assisting your child on their learning journey.*

You and your child need to take time to sit down and read the report together. In this way, you and your child are able to share the strengths detailed on the report and celebrate them. Any areas of difficulty can be discussed objectively. Support can be given in encouraging your child to see this area as one of special challenge and not of failure. This is not a time for recriminations, but rather a time of realising that support and encouragement are important in striving to strengthen an area of weakness.

#### **Report Cards are about the Journey of Learning**

They summarise the progress that has been made by the student and the resultant learning which has taken place. They also tell us about areas in which a student is being challenged. Many of us have not been gifted in such a way that everything comes easily to us. In some areas our talents shine, while in others we have to work and study very hard to make a small amount of progress. We need to remember what it was like for us to learn and how we valued the time, help and encouragement given to us by our parents. An angry or off-hand response like 'I wasn't any good at Maths when I went to school either' is not helpful to your child in having a good attitude to future learning.

#### **Ask these questions when viewing the Report Card**

What have we to celebrate? Are there any areas where more effort or some extra help is needed to strengthen them? What is causing a lower grade – is it because work was rushed, guidelines were not followed or enough effort was not expended? Is this an area where your child is really trying hard but has not quite sorted out the difficulties and simply needs more time and some encouragement to keep at it? Remember, the teacher who

wrote this report is vitally concerned with caring for your child in his/her growth and learning. The teacher values your child as special and as a gift of God to you and to the community. All teachers are ready to discuss the things they have written with you at your appointment and at other times when necessary.

## **Year 3, 5 & 7 Reporting**

School Reporting Data from Year 3-5-7 Tests for individual students is sent home to the parents of each child, but overall school data is available on our school website.

## **THE REPORT FORMAT**

This report is part of a process of providing you with information about your child's learning. If you require more information or have any concerns, please contact the school to arrange a meeting with your child's teacher.

The main elements of the report card are:

### **1 Achievement Standard / Description**

This includes the Achievement Standard from the Australian Curriculum for the subjects English, Maths, Science and History. For all other subjects, a brief description is given of the content covered, which is based on the Queensland Studies Authority Curriculum Guidelines or Lutheran Education Australia Christian Studies guidelines.

The Semester 1 achievement standard has been displayed with **sections or words in bold**. This has been done to identify which parts of the achievement standard have been covered in class so far this year.

In Semester 2, there will be no bolding as the results will be a reflection of the entire achievement standard.

**Achievement Scale:** At St John's Lutheran School student achievement across subject areas is reported using a 5 point scale ranging from A-E. The shaded area in the table below (C – Demonstrating) is the expected Australian Curriculum achievement standard by the end of Semester 2 for each year level.

<b>A Extending</b>	The student can use the knowledge and processes independently. They are able to apply it in new contexts. They can explain it with connections outside the teaching context.
<b>B Proficient</b>	The student can use the knowledge and processes independently in a consistent manner. They can apply it in familiar contexts. They can explain the concept in detail.
<b>C Demonstrating</b>	The student can use the knowledge and processes independently. They can apply the concept in familiar contexts. They explain a basic understanding of the concept.
<b>D Developing</b>	The student can use the knowledge and processes with prompts. They can apply the concept in familiar contexts. They attempt to explain the concept.
<b>E Emerging</b>	The student requires explicit prompts when using the concept. The concept can only be applied in familiar contexts. They are learning to follow procedures to use the concept.

**Outside of the scale**

<b>N.A.</b>	Not Assessed <i>(This may apply if the work has not yet been completed or the student was away when work was assessed.)</i>
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**2 Student Engagement**

This is listed to provide the teacher with an opportunity to indicate whether, regardless of the level being achieved, the student is working well or not.

**3 Comment**

The teacher will have a written comment about your child's personal learning journey in English, Maths and an overall General Comment.

**SUMMARY**

The written report is an opportunity for communication between teachers and parents, and is another means of maintaining the close working relationship between the school and the home. The staff at St. John's hope that you find our reporting format useful in enhancing the learning opportunities available to your child.