

REPORT CARDS

More important than any overall grade is the evidence of growth.

Report cards are designed to provide parents with a summary of each child's achievement and progress. Each family is encouraged to use the Semester 1 report as an opportunity to set clear goals for achievement in Semester 2.

Curriculum

This year our teachers at St Joseph's Parish School have used the Brisbane RE Guidelines to teach Religion and the Australian Curriculum to guide their practice in all other Learning Areas.

Written reports.

Written reports are a formal way to inform parents of their child's progress and form just one part of a process. They are designed to occur within the context of ongoing communication between school and home. They will provide information about your child's achievement, social emotional learning and commitment to learning.

Should you wish to explore anything from the report in detail, please make contact with your child's class teacher to arrange an appointment time.

More important than any overall grade is the evidence of growth. This is certainly something we look for and celebrate at a staff level at St Joseph's Parish School.

Reports

Reports will be uploaded to Parent Portal at the end of Week 10, Term 2 and end of Week 8, Term 4.

Parents are to ensure that the school has been notified of current contact details.

Queries regarding missing report cards are to be directed to the Front Office or Principal.

Parents wishing to receive a distribution table illustrating the achievements of their child's year cohort need to place this request in writing to the Principal. It must be pointed out that if the cohort has less than 15 students then the report is not available.

NEW FORMAT

St Joseph's has adopted the web-based School Information Systems Shared Service implemented by Cairns Catholic Education in schools across the Diocese. The implementation of this service aligns Cairns Catholic Education with the current technology being used in all 137 Archdiocesan schools in the Brisbane Diocese.

Prep – Year 2 Standard Scale for ALL grades

Evidence in this student's work typically demonstrates
Achievement of:

Very High	The student demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.
High	The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.
Sound	The student demonstrates knowledge, skills and understanding at the required standard and is able to apply them in some contexts.
Developing	The student is developing knowledge, skills and understanding and, with support, is able to apply them in some contexts.
Support Required	The student requires significant support to develop knowledge, skill and understanding.

Displays expected **Effort**:

CO	Consistently
GE	Generally
SO	Sometimes
NI	Needs Improvement

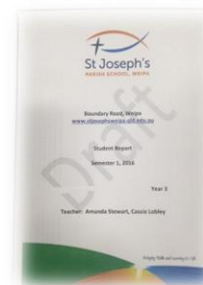
Year 3 – Year 6 Standard Scale for OVERALL grades (The P-Yr 2 achievement words will be used to indicate achievement in the Strands.)

Evidence in this student's work typically demonstrates
Achievement of:

A	The student demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and applications of processes.
B	The student demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and applications of processes.
C	The student demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and applications of processes.
D	The student demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and applications of processes.
E	The student demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and applications of processes.

Displays expected **Effort**:

CO	Consistently
GE	Generally
SO	Sometimes
NI	Needs Improvement



SAMPLE REPORT FORMAT

English	Achievement	Effort
Overall achievement	B	CO
Reading and Viewing	High	
Writing	High	
Speaking and Listening	High	

QUALITY ASSESSMENT PRACTICES include:

- Regular ongoing assessment experiences
- A variety of assessment experiences
- Students knowing what is expected of them to demonstrate their knowledge, skills and understanding
- Collaborative planning and consistent judgments by teachers