



Student Reports 2015

Dear Parents and Caregivers

Your child's 2015 midyear report should have gone home today.

These student reports are snapshots of each student's learning at this time, based on a range of assessments the teacher has made. The reports do not stand on their own, but are an important element of our reporting and communication practices, which rely strongly on dialogue between teachers, students and parents. Consequently there should be no real surprises for you in your child's report. If anything in the report does need to be clarified, please do not hesitate to make an appointment with your child's teacher.

We refer you to the Australian Curriculum for detailed information about how the content of the curriculum exists to support inquiry learning and concept development and the valued personal skills and capabilities: www.australiancurriculum.edu.au

Within each curriculum area there are interrelated strands, which teachers weave together. For example, your child's English level of achievement represents learning across three interrelated strands: *Language, Literature, and Literacy*. It is based on evidence gathered from your child around the processes of *listening, speaking, reading, viewing and writing*. In Maths the proficiency strands: *Understanding, Fluency, Problem Solving and Reasoning*, are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content.

When interpreting the reports please note that a C means there is evidence that the Achievement Standard has been met to a satisfactory level. This is not what a C might have meant when you were at school. An A indicates there is evidence that the Achievement Standard has been met to an excellent degree. There may not be many students who are able to demonstrate this level of achievement. Your child's steady progress will be evident in the Term 4 report if the ticks are in the same column as Term 2. Ticks that have moved further to the right in Term 4 will indicate accelerated progress.

We believe that effort is a major key to success and therefore in these reports we have given more prominence to effort than in past reports.

The personal development section of the report aligns with the Australian Curriculum General Capabilities (www.australiancurriculum.edu.au/generalcapabilities/overview/general-capabilities-in-the-australian-curriculum). In line with our Learning Improvement Plan Learning (www.woodendps.sa.edu.au/SchoolSite/?cid=sitereports) we are trying to develop more powerful learning processes to help students grow these capabilities.

Our Vision for Our Learners (www.woodendps.sa.edu.au/SchoolSite/?cid=visionvalues) provides an excellent framework for understanding where effective development of the general capabilities might take our students.

Teachers and other education workers, parents and students all share responsibility for learning. It is, therefore, important that you discuss the report with your child and also plan what you will work on together. We believe that at the very least parents should be supporting their child's personal development in line with the Australian Curriculum General Capabilities.

Regards

Woodend Primary School Staff
03/07/15