Dear Parents & Carers,

REPORTING TO PARENTS

Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes include:

- the learning expectations for the student
- the student’s achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve.

In addition to providing written reports, our school offers parents opportunities to discuss their child’s educational performance at the school with their child’s teacher twice per year (Terms 1 & 3), or as needed.

Written reports (these will be sent home on Monday 23 June)

Schools complete written reports using the appropriate template specified by Education Queensland. These report student achievement and effort for each learning area studied in the reporting period.

Reporting in Prep

The Prep year has been recognised as the first year of schooling in Queensland from 2012. Prep is the Foundation year of the Australian Curriculum. For Prep, the following five-point scale is used to report student achievement in the Australian Curriculum: English, Maths, Science, Geography and History:

- **Becoming Aware (BA):** The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in familiar situations.
- **Exploring (EX):** The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in familiar situations.
- **Working With (WW):** The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
- **Making Connections (MC):** The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
- **Applying (AP):** The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

- **N:** Insufficient evidence to make a judgment (used for cases of high absenteeism).

Comments are used to report on student achievement in the early learning areas of: Social and personal learning; Health and physical learning; and Active learning processes (Early Years Curriculum Guidelines); and student Effort and Behavior.
SAKG KITCHEN NEWS

This week's menu: Roasted vegetable and pesto cheese calzones, lemon grass cordial and salad. The calzones are like folded pizza pockets filled with leftover vegetables. The older classes will be making the ricotta cheese to go in the calzones. The vegetables we are using from the garden are eggplants, zucchini, silver beet, salad greens, tomatoes, green beans, basil and thyme. Thanks to the volunteer family (grade 2) for more lettuces and Cuthbert-O’Meara family (prep) for the sweet potatoes we are roasting.

Next week's classes: 24 June: 9am-3C, 11.40-4F, 1.40-5G. Regards Lis Anderson-McColl

TUCKSHOP

This week's specials: Greed lamb kebab (wrap) with minted yoghurt and salad $4.50 OR $6 for Special plus fruit juice and ice cream treat or apple slinky. News for Term 3. The tuckshop will no longer offer custom made baguettes and sandwiches, this change will take effect at the start of term 3.

HELPERS NEEDED FOR TERM 3: Please call the office on 54729888, or pop in and let us know if you can fill one of these spots. We need 3 volunteers per day for the Tuckshop to function effectively.

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AFTER SCHOOL CARE COMMITTEE MEETING

The next ASC committee meeting will be held at 1pm on Thursday 26th June, 2014 in the ASC room. All interested parents and carers are invited to attend.

ATHLETICS CARNIVAL

The Athletics Carnival is getting close, and students are well-prepared with the training they have been completing in HPE lessons and Friday sport. This Friday afternoon from 1.40pm to 3pm we will be running the 800m event for 9-13 year olds. Students have the option of competing in this event. Parents are invited to join us on the oval.

The main Carnival will run from 9am to 3pm on Thursday 26th June. All students will participate in sprints and relays, and then break off into field rotations. Students have pre-qualified for finals, however all students will still jump and throw for house points. It is a great day with lots of North Arm team spirit and fun for all. We encourage parents to be part of it.

Thanks, Claire

YEAR 1 & 2 REPORTING: the below scale is used:
Support required: The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.
Developing: The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skills in familiar situations.

Sound: The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
High: The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

Very High: The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

N: Insufficient evidence to make a judgment (this is usually used for cases of high absenteeism).
Effort and Behaviour are reported using: Very high, High, Sound, Developing or Support Required.

YEARS 3-7 REPORTING: the below scale is used:
E Evidence in a student’s work demonstrates a very limited level of knowledge and understanding of the content and application of skills.
D Evidence in a student’s work demonstrates a limited level of knowledge and understanding of content and application of skills.
C Evidence in a student’s work demonstrates a sound level of knowledge and understanding of content and application of skills.
B Evidence in a student’s work demonstrates a high level of knowledge and understanding of the content and application of skills.
A Evidence in a student’s work demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.

N: Insufficient evidence to make a judgment (this is usually used for cases of high absenteeism).
Effort and Behaviour are reported using: Excellent, Very Good, Satisfactory, Needs Attention, Unacceptable.

STUDENTS OF THE WEEK

Congratulations to the following students who were awarded the Student of the Week Award for their classes today on Parade:
PREP: Hayley, Ella, Eshua, Charlee, Oscar, Trevor
YEAR 1: Arlo, Holley, Lachlan, Ella
YEAR 2: Thomas, Grayson, Hank, Tyler, Matilda
YEAR 3: Phoebe, Isaac, Illa, Harriet, Phoebe
YEAR 4: Sarah, Coden, Oliver, Mia
YEAR 5: Ashley, Arlen, Anton
YEAR 6: Leo, Archie

Kind Regards, Kelly

UNIFORM NEWS

Parents, get ready for the Athletics Carnival on the 26th of June! You can purchase a house t-shirt for yourself and support your child’s team! Are they in Dunethin (Red), Ninderry (Yellow) or Eerwah (green)? Right now, we have Size 14 and 16 on special for only $10 (save $15)! Did you know your children can wear their house coloured sports shirts to school on Fridays? The Uniform Shop will now be open every Wednesday morning, from 8.00am until 10.00am. It will be closed one day in the following weeks – the 16th of July. Parents you can still order any uniforms through Flexischools. Please order your order before 5pm on the 15th of July and it will be delivered on the 16th.”

Thanks, Robyn (Uniform Shop Convenor)
Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

Could try harder... always does her best... lacks concentration... easily distracted... a pleasure to teach... Do these comments, taken from a batch of student reports sound familiar?

Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.

Reports can mean anxious times for children too. Will my parents be disappointed or proud? This is the main concern of most children. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

1. Are your expectations for your son or daughter realistic and in line with their ability?

Expectations are tricky. If they are too high then kids can be turned off learning. Too low and there is nothing to strive for. Pitch your expectations in line with your child's abilities. A quick check of your child’s last report cards may provide you with a good yardstick.

2. Do you believe that children learn at different rates?

There are slow bloomers, late developers and steady-as-you-go kids in every classroom, so avoid comparing your child to siblings, your friends’ children and even yourself when you were a child. Instead look for individual progress.

3. Are you willing to safeguard your child’s self-esteem rather than deflate it?

Self-confidence is a prerequisite for learning, so be prepared to be as positive and encouraging as possible. School reports come in different formats. Some are prescriptive while some use grading systems such as A, B, C, etc. with room for teacher comments. Regardless of the format school reports should provide you with an idea of your child’s progress in all subject areas, their attitude and social development.

Here are some ideas to consider when you open your child’s report:

- Focus on strengths: Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional IRS or core subjects.

- Take into account your child’s effort and attitude to learning: If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.

- Broaden your focus away: From academic performance to form a picture of your child’s progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don’t dismiss these as unimportant.

- Take note of student self-assessment: Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.

- Discuss the report with your son or daughter: Talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.
