

St Carthage's Primary School

Semester Two Report 2014



Name: Emily Hart

Class: Year 2 Campus

Teacher: Mrs Jan Condon/Mrs Jenny Allen

Days absent this Semester: 3

School Vision

St Carthage's is a sacred place, a sanctuary for our Catholic way of life. It has a radiant spirit that permeates welcome and care.

It is rich in stories and living traditions.

It gives witness to the values of Jesus Christ.

Name: Emily Hart

Class: Year 2 Campus

RELIGIOUS EDUCATION

Reflecting God's Goodness

Signs of God's Love

Caring for All Creation

Overall Effort and Achievement Grade

B

C

ENGLISH

Speaking and Listening

Reading and Viewing

Writing and Representing

Overall Achievement Grade

Effort

Achievement

A

B

B

C

B

C

C

MATHEMATICS

Working Mathematically

Number

Patterns and Algebra

Measurement and Data

Space and Geometry

Overall Achievement Grade

Effort

Achievement

B

C

A

B

B

C

A

C

A

C

C

HUMAN SOCIETY AND ITS ENVIRONMENT

Wet and Dry Environments

Families Past and Present

Overall Effort and Achievement Grade

A

C

SCIENCE AND TECHNOLOGY

The Need for Shelter

Knowledge and Understanding: Earth and Space

Skills: Working Scientifically

Skills: Working Technologically

Overall Effort and Achievement Grade

Effort

Achievement

C

B

C

C

B

B

C

B

CREATIVE ARTS

Visual Arts

Music

Dance and Drama

Overall Achievement Grade

Effort

Achievement

A

C

A

C

A

B

C

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

	Effort	Achievement
Personal Development & Health	B	C
Food, Fun and Fitness		
Protecting Me		
Physical Education: Aquatics, Gymnastics and Dance	A	B
Overall Achievement Grade		B

PERSONAL AND SOCIAL DEVELOPMENT

	Effort
Shows respect and concern for others	A
Is courteous and cooperative	A
Participates in group activities	B
Follows school and class rules	A
Displays appropriate playground behaviour	A
Accepts responsibility for own actions	A

WORK HABITS

	Effort
Takes pride in presentation of work	B
Is able to work independently	B
Completes set work	B
Demonstrates organisational skills	A
Works without disturbing others	B

COMMENT

Emily has been a thoughtful and interested class member. She has socialised well with her peers and has demonstrated commitment to her studies.

During Religious Education, Emily has sincerely contributed to the lessons and liturgy. She has displayed Christian values in her positive interactions with others.

In English, Emily has worked hard to improve her reading skills. She has placed greater emphasis on reading for meaning and has become more able to decode difficult words. She has exhibited confidence when making oral presentations in front of her classmates and has proven to be well prepared. Steady progress has been made in writing.

Emily has enjoyed the challenge of problem solving and has been able to apply her understanding of mathematical concepts. She has made good gains in this subject.

Emily has been an eager student when participating in gymnastics and swimming this semester and has achieved very good results.

We congratulate Emily on the positive contributions she has made to school life and wish her all the best in Year Three.

Class Teacher *Mrs Jan Condon*

Principal *Jamelle A Neffman*

Reporting is the process of providing information, both formally and informally, about the progress of student achievement. The information contained in this report is a summary of your child's achievement and will be provided twice a year. This report is one of a number of strategies used to communicate with you about your child's achievement.

Effort Grade:

A	Highly Motivated
B	Commendable
C	Satisfactory
D	Inconsistent
E	Causing Concern

Student Achievement in Key Learning Areas

Your child's achievement for the strands for each of the Key Learning Areas is reported using a five point scale. This information is then used to give the overall achievement for each Key Learning Area, using the same scale.

Achievement Grade:

Grade	Common Grade Scale
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A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills in new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
NA	At the time of reporting, some strand may not have been formally assessed.
IP	An Individual Plan is in place for this student for all or some KLA's.

Comparison of Student Achievement in Key Learning Areas

You can ask the school to provide you with written information that clearly shows your child's achievement in the Key Learning Areas studied, in comparison to that of other children in the child's peer group at the school. This information will show you the number of students in each of the achievement levels A-E.

Additional Information

If your child sat for the National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 or Year 5 this year you will receive a separate report on your child's performance in late September or October. The national reporting format provides parents with performance information including:

- Your child's skill band in reading, writing, language conventions and numeracy.
- Your child's results in these areas shown against the national average.
- The range of achievement for the middle 60% of students in the cohort.
- A description of the skills and understandings that students are likely to demonstrate in each of the 10 skill bands.

The class teacher can provide you with more specific detail on your child's performance in NAPLAN.

Parent / Teacher interview

An interview opportunity is available following this report. Please contact your child's teacher/s if required.