Each year you will receive two written reports on your child’s achievement at Gosford Public School. The information contained in each report is a summary of your child’s achievement and application and is one of a number of ways our school communicates with you about his/her progress and development. This year, the reports will be distributed to families on:

1. Semester 1 (Terms 1 & 2) – Friday 26 June (Term 2, Week 10)
2. Semester 2 (Terms 3 & 4) – Friday 11 December (Term 4, Week 10)

Parent/Teacher interviews will be conducted this year at the conclusion of the Semester 1 reporting period giving you the opportunity to meet with your child’s teacher to discuss his/her Semester 1 report and ways to work together to help your child throughout the remainder of the school year. This year, the Parent/Teacher Interviews will be held during Term 3, Week 2 for all classes except K/1O (Mrs Owens) which will be held Term 3, Week 4.

Gosford Public School will provide, upon request, information about how…

- Your child’s achievement and application compares with the performance of their school year group.
- Your child’s achievement compared to statewide standards (A, B, C, D, E or word equivalent)
- Your child’s application to learning using a five-point scale: 1, 2, 3, 4, 5 (with ‘1’ being least effort and ‘5’ being most effort)
- Your child’s achievement for each learning area, over the last half year, using a five-point scale:

<table>
<thead>
<tr>
<th>Outstanding Achievement:</th>
<th>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 to new situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Achievement:</td>
<td>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.</td>
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<tr>
<td>Competent Achievement:</td>
<td>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.</td>
</tr>
<tr>
<td>Basic Achievement:</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>Limited Achievement:</td>
<td>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</td>
</tr>
</tbody>
</table>

...
Our teachers plan teaching and learning programs using syllabuses based upon the Australian Curriculum as developed by the N.S.W. Board of Studies.

The syllabuses describe standards that apply across the state for each key learning area.

Your child’s teacher uses their knowledge of syllabuses and knowledge of the children in their class to plan their teaching and learning programs.

Our teachers use their professional judgement about each child’s achievement against the statewide standards to award a grade (Outstanding, High, Competent, Basic or Limited).

If your child has achieved Competent then he/she has achieved what is generally expected.

If your child has achieved an Outstanding or High then he/she has achieved more than is generally expected.

If your child has achieved a Basic or Limited, then he or she has not yet achieved what is generally expected compared to other children of a similar age.

Your child’s achievement compared to the achievement of other children in the same year in the school

You can request the school to provide you with information of how your child’s achievement compares with that of others in their school year group. The information provided will show the percentage of your child’s year group achieving each of the levels “Outstanding” to “Limited” on the performance scale.

Social Development and Commitment to Learning

Gosford Public School has developed a method of reporting about a child’s social and emotional development (You Can Do It!) and commitment to learning using the following standards:

Consistently Indicates that your child demonstrates the relevant social and emotional development and learning attitude, ‘most’ or ‘all’ of the time.

Sometimes Indicates that your child demonstrates the relevant social and emotional development and learning attitude, ‘some of the time.’

Rarely Indicates that your child rarely demonstrates the relevant social and emotional development and learning attitude and this has been cause for concern.