IMPORTANT PARENT FORUM
WEDNESDAY 25TH NOVEMBER

I would like to cordially invite all interested parents to the final Parent Forum for the year, tonight at 7pm in the MPA. This will be an important meeting, as I would like to inform parents where staff will be teaching in 2010. As you may be aware, the aspirations of staff are widely discussed so that professional opportunities and capacities are maximised as much as possible each year.

CLASSES 2010

All classes are ‘mixed’ every year and staff are underway with this important process. As you can appreciate, this is less relevant to years 4/5/6 as they will be taught in teams and essentially will be in one large group in an agile space. However, if you are in any way concerned or anxious where your child will be placed, the friendship circles they need to be in and/or the compatibility with other children the letter must have been received by today.

A POLITE REMINDER

Students are not supervised at the school in the morning until 8.30am and students that arrive before this time are at risk. Parents are responsible for the care and safety of the children at this time.

MASS

Mass for Mary Immaculate children at Quakers Hill Church is on 29th November 9am. See you there.
On Friday, the 20th November 22 primary students from Mary Immaculate competed in the Diocesan Gymnastics competition at Springwood.

On the day we competed against 11 other schools over the Parramatta Diocese. The events we competed in were short vault, long vault, minitramp and floor work.

Cassandra Wheeler had an outstanding day with winning 2 gold medals for mini tramp and short vault. Another star in our team was Danika Gasanz who also won a gold in short vault.

It was a stinking hot day but overall our talented girls and boys came 2nd place.

Well done and congratulations.

By Kiara Buckley and Marissa Marks.

DIOCESAN

GYMNASTICS

DATES TO REMEMBER

- 25th November
  Primary Movie Madness

- 26th November
  Kindy Orientation

- 26th November
  Primary Movie Madness

- 27th November
  School Assembly 9.15am

What do you get when you cross a duck with a firework?
A Firequacker

By Stephen Perez 2B

RYANS TOYS

Tickets still available for this fantastic shopping opportunity before Christmas.
Date: 2/12/09
Time: 6.30pm Sharp
Please contact the office for tickets.
Dear Parents,

As teachers we create paths of learning using the NSW Board of Studies Syllabuses. These are organised into stages. In primary, we have 4 stages –
- Early Stage One (Generally corresponding with Kindergarten)
- Stage One (Generally corresponding with Years 1 & 2)
- Stage Two (Generally corresponding with Years 3 & 4)
- Stage Three (Generally corresponding with Years 5 & 6)

Secondary Schools then have 3 stages – Stages 4, 5 & 6

Although children are working within a stage, teachers assess learning against the specific content of the year group for that particular semester of the year. The gradings your child receives are in relation to their attainment for that point of the year and NOT against their attainment of their stage of learning.

Half yearly reports are a progress report while the end of year report reflects achievements for the entire year.

Please consider that the E to A gradings DO NOT equate to traditional understandings. A ‘C’ grade should not be considered to be a poor level of achievement! A ‘C’, as the accompanying descriptor below states, means that your child has a SOUND understanding of the knowledge and content of that grade. “A’s” and “B’s” are reserved for children who show THOROUGH or EXTENSIVE knowledge and content that is in advance of the year group (ie Higher Order Thinking Skills).

Please also keep in mind that the best indicator of your child’s performance are the evidenced work samples that your teacher will share with you during your parent / teacher interview.

As you would be aware, Federal Government legislations make it mandatory for all schools to report to parents using an E to A grading system. Rest assured the staff at Mary Immaculate will always maintain a high standard of teaching which is informed through the use of valid and informative assessment information gathered across the year. The assessment methods used cover a wide range of techniques which look at performance indicators as well as unit and subject outcomes. They include both summative and formative information in the form of teacher observations, checklists, diagnostic tests, work-book samples, reading running records, demonstrations, self assessments, rubrics and much more.

This information is then collated and presented to you during a personal interview where supporting samples of your child’s work will be shown. Although you will receive a printed report we feel that the direct exchange at the parent/teacher interview best sums up your child’s strengths and their future learning goals. This is why we very strongly urge all parents to avail themselves for the upcoming interviews which will be held in early term 2. The printed report becomes only a brief summary of the convened interview.

As in the past, parents need not wait until a formal reporting time before making contact with their class teacher. Please feel comfortable in speaking with your class teacher as necessary.
The printed report relies on a simple E to A grading system which reports solely on academic attainment. Each grade has a descriptor or performance indicator next to it to give you a fuller explanation of that particular grade. The 5 grades are outlined below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an <strong>extensive</strong> 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.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a <strong>thorough</strong> knowledge and understanding of the content and a high level of competence in the processes and skills and can apply these skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a <strong>sound</strong> 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>D</td>
<td>The student has a <strong>basic</strong> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E*</td>
<td>The student has an <strong>elementary</strong> 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>

* This grading usually indicates that the child needs **teacher / adult assistance** to complete the content.

You will find that some of the **Key Learning Areas** (KLAs) have been broken down into their strands to make reporting more informative. For example, **English** is reported under the strands of **Reading, Writing, Talking & Listening**. We feel that this division in strands offers parents a much clearer understanding of your child’s attainments.

An effort scale has also been added to indicate the effort that your child has demonstrated in each Key Learning Area. This scale is as follows:

<table>
<thead>
<tr>
<th>Effort Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enthusiastic &amp; conscientious</td>
</tr>
<tr>
<td>2</td>
<td>Consistent</td>
</tr>
<tr>
<td>3</td>
<td>Greater application required</td>
</tr>
</tbody>
</table>

The structure of the written report will continue to evolve as we explore more meaningful ways of reporting to you. Rest assured, we will always do our best in communicating the real issues concerning your child. We will continue to challenge parents to ask the most important question that is, “**Do you know where your child is at?**” The work sample evidence will always be the strongest indicator!

Learning today-Leading tomorrow

Ian Jordan
Acting Principal