

ACCELERUS PRIMARY SCHOOL

Semester 1 2021

Thomas BELFORD

Year 2 – Home Group 2C



Home Group Teacher

Miss Carolyn Smith

Principal

Mr Andrew Jones

Assistant Principals

Ms Helen Crozier

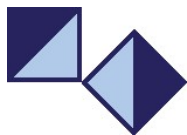
Ms Georgia Papas

Our values:

✧ Vision

✧ Integrity

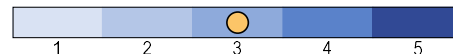
✧ Pride



Effective Learner Qualities

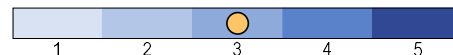
Self-aware

knowledgeable, alert and informed about oneself



Determined

show purpose, make decisions, have intentions



Persist

show continued effort, have a go, never give up



Use feedback

take on advice, set goals, work forward



Reflect

think seriously, wonder and question, consider



Connect

link learning, associate and relate things



Legend: 1 Beginning ■ 2 Emerging ■ 3 Consolidating ■ 4 Applied mostly ■ 5 Applied always



Personal Reflection

The ELQ I use the most is Feedback. I use this when I listen to my teacher to improve my learning.

Attendance this semester

Absences (days)		Very Good	Very Poor
Thomas	8.0		
School average	5.5		
Year 2 Average	5.0		

Attendance Ratings

0-6 days	This is a very good attendance rate. A child with this attendance rate is able to take full advantage of the teaching and learning opportunities available to them.
7-10 days	This attendance rate is below average. A child with this attendance rate could miss over 1 year of schooling between Prep and Year 10.
11-19 days	This is a poor attendance rate. A child with this attendance rate could miss out on up to 2 years of schooling between Prep and Year 10.
> 20 days	This is a very poor attendance rate. A child with this attendance rate could miss over 2.5 years of schooling between Prep and Year 10.



Mathematics

Lee Robertson

The New Zealand Curriculum expects that most students in Year 4 will be working within curriculum level 2.

Level of Achievement	Level 1	Level E2 Stage E5	Level 2 Stage 5	Level E3 Stage E6	Level 3 Stage 6	Level E4 Stage E7	Level 4 Stage 7	Level E5 Stage E8	Level 5 Stage 8
Addition and Subtraction		●							
Multiplication and Division	●								
Proportions and Ratios	●								
	Level E1	Level 1	Level E2	Level 2	Level E3	Level 3	Level E4	Level 4	Level E5
Statistics			●						
Geometry and Measurement			●	●					

Learning habits reflecting attitude and effort

- Communicating Mathematical Ideas
- Persevering in Problem Solving
- Making Connections
- Willingness to take risks

Area for Development	Developing	Well Developed
	●	
	●	
●		
	●	

Approach to Learning

Mary is growing in confidence and she takes risks in Mathematics, participating in group discussions and sharing her ideas. She is developing the ability to solve addition and subtraction problems, place value partitioning and adding and subtracting in parts. Mary is learning to solve fractions of a set using multiplication basic facts with support. She can recall number bonds up to 20. Mary reasonably estimates length, mass, and capacity using appropriate metric units.

Next Learning Steps

- to know how many 2s, 5s, 10s, and 100s are in all of a number
- to recall doubles and halves up to 20

French

Amalie Bouchier

Level of Achievement

- Uses and understands set phrases to communicate
- Develops knowledge of the language and its structure
- Demonstrates understanding of and respect for cultural diversity

Level of Achievement	Area for Development	At Expected	Proficient	Advanced
		●		
		●		
		●		

Dispositions

- Displays curiosity about the French culture

Area for Development	Developing	Well Developed
	●	

In Semester One, the students have been learning to converse about food preferences and eating habits. They have practised communicating about likes and dislikes in sports and investigated the Tour de France, as part of their socio-cultural learning. The students have started to link listening and reading and have gained confidence when writing familiar words and phrases.



Grade Point Average

14.7 (A+)

General Capabilities

Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

Capabilities are developed across a continuum as a student progresses through school to Year 12.

Map level

Capability demonstrated

5

Mastering

4

Extending

3

Proficient

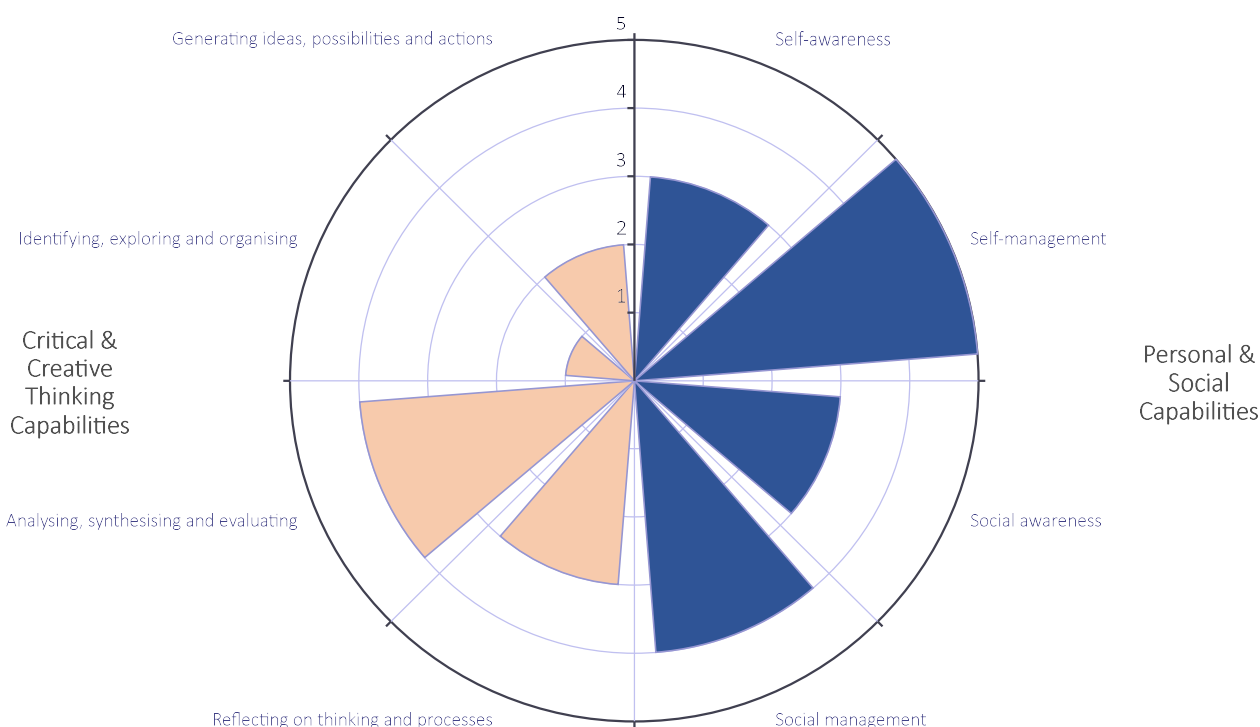
2

Developing

1

Emerging

John's Capability Progress Summary



Australian Curriculum Achievement Levels

Grade	Australian Curriculum Demonstrated Achievement
A	Demonstrates <i>excellent</i> achievement of what is expected at the year level
B	Demonstrates <i>good</i> achievement of what is expected at the year level
C	Demonstrates <i>satisfactory</i> achievement of what is expected at the year level
D	Demonstrates <i>partial</i> achievement of what is expected at the year level
E	Demonstrates <i>minimal</i> achievement of what is expected at the year level

Australian Curriculum – Interim Grades

Grades indicated for all Australian Curriculum full year subjects indicate current progress in the subject.

South Australian Certificate of Education (SACE) Achievement Levels

SACE – Grades

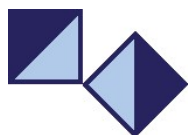
A SACE grade of C- or above indicates the minimum standard for that subject has been met.

A SACE grade of D+ or below indicates the minimum standard for that subject has not been met.

A SACE grade of 'N' indicates that insufficient evidence was submitted.

SACE Stage 2 – Interim Grades

Grades indicated for all Stage 2 subjects represent current progress in the subject for the school based assessment component. Final Stage 2 grades are subject to finalisation of each course, and external moderation and assessment.

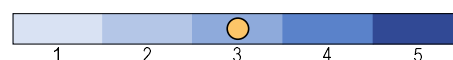


Mathematics

Number and Algebra

Students count to and from, and order numbers up to 1000. They perform simple addition and subtraction calculations, using a range of strategies. They find the total value of simple collections of Australian notes and coins. Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.

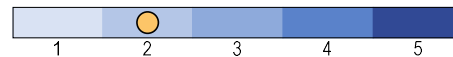
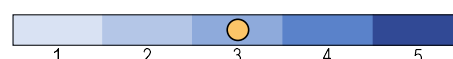
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections
- Count and order small collections of Australian coins and notes according to their value
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Investigate number sequences, initially those increasing and decreasing by two, three, five and ten from any starting point



Measurement and Geometry

Students order shapes and objects, using informal units for a range of measures. They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events. Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. They recognise the features of three-dimensional objects. They interpret simple maps of familiar locations.

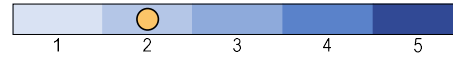
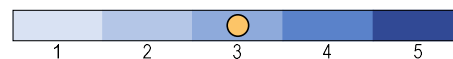
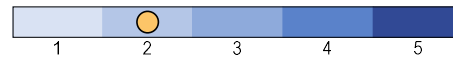
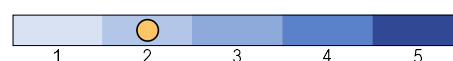
- Use a calendar to identify the date and determine the number of days in each month
- Describe and draw two-dimensional shapes, with and without digital technologies
- Investigate the effect of one-step slides and flips with and without digital technologies
- Tell time to the quarter-hour, using the language of 'past' and 'to'



Statistics and Probability

Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. They interpret data in context. Students use everyday language to describe outcomes of familiar events.

- Identify a question of interest based on one categorical variable. Gather data relevant to the question
- Collect, check and classify data
- Create displays of data using lists, table and picture graphs and interpret them
- Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely'



Legend

- 5 12 months or greater above anticipated Victorian standard
- 4 6 -12 months above anticipated Victorian standard

- 3 At predicted Victorian Standard
- 2 Progressing towards predicted Victorian standard
- 1 Below predicted Victorian Standard



English

READING: In reading, students have been exposed to a range of multiliteracies. They have had opportunities to put into practise a range of effective reading strategies such as prior knowledge, visualising and making connections. They have been encouraged to select 'just right' books in the classroom. Students have read for different purposes, such as reading for enjoyment and reading to seek information. They have been working towards improving their fluency, phrasing and understanding of text. Through our whole class novel study of 'The Boy in the Striped Pyjamas', students have made connections between the text and historical events.

WRITING: The students have had opportunities to write in a variety of genres. They have learnt the features of a narrative, a persuasive text and a newspaper report. Students have been encouraged to use correct punctuation and grammar and to check their own writing for errors. They are reminded to form letters correctly and present all work legibly. A greater awareness of the conventions of spelling has been achieved through focused weekly spelling activities.

SPEAKING AND LISTENING: In English, students have had opportunities to orally present their work, share their ideas on topics of interest, and participate in class discussions. Students have been made aware of the importance of listening to others, following instructions and listening for information. Through oral reading, students have become more aware of the need to use an appropriate voice when speaking to an audience.

Essential Skills and Knowledge

Reading and Viewing

*Beginning**Accomplished*

- Level 5: Can navigate and read texts for specific purposes applying appropriate processing strategies.
- Level 5: Can select appropriate reading material and sustain reading for an extended period.
- Level 5: Reads audibly, fluently and with expression using a range of texts and media to a variety of audiences.

Writing

*Beginning**Accomplished*

- Level 5: Can plan, draft, edit and publish imaginative and informative texts using correct structure and features appropriate to purpose and audience.
- Level 5: Writing Demonstrates an understanding of the writing process (drafting, editing, revising and publishing) to complete writing tasks.
- Level 5: Can re-read and edit their own writing, checking for spelling errors, punctuation, grammar and meaning.

Speaking and Listening

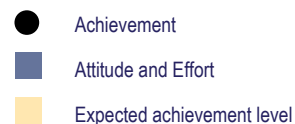
*Beginning**Accomplished*

- Level 5: Listens for key points in order to interpret ideas, share information and complete tasks.
- Level 5: Contributes to classroom discussions and demonstrates a willingness to listen to the thoughts and opinions of others.
- Level 5: Can plan and deliver extended oral presentations on a variety of topics to their peers with clarity.



SEMAPHORE COLLEGE

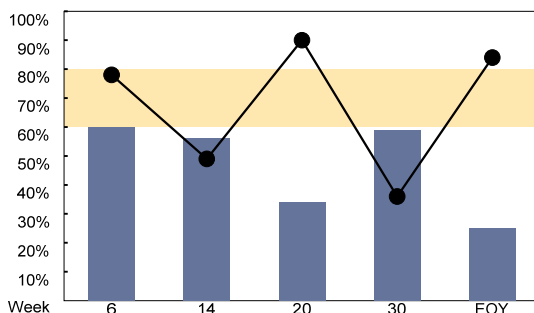
2018 Student Progress Report



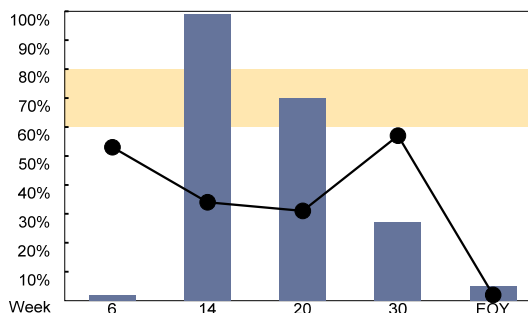
Anthony Baker (7B)

House Coordinator: Ms K Anderson

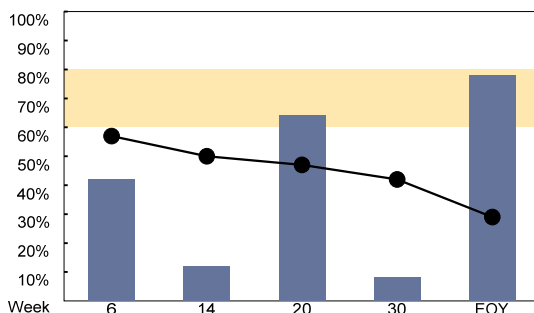
English My Goal: 90% A Adams



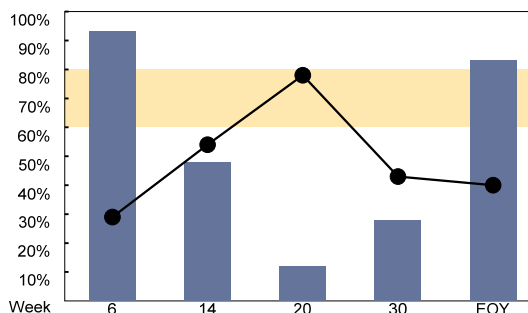
PE and Health My Goal: 75% A Goodes



Mathematics My Goal: 70% L Neale

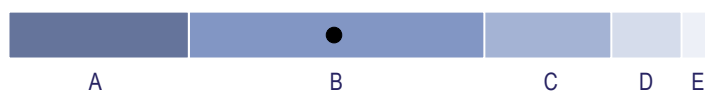


Science My Goal: 75% A Masters

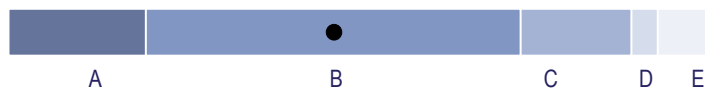


Examination Grade Distribution

English Examination



PE and Health Examination



Mathematics Examination



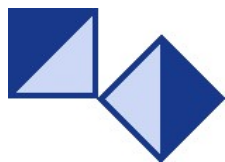
Science Examination



General Comments

Coordinator: Ms K Anderson

Anthony is a motivated student who always completes set tasks on time. He struggles with being able to translate his knowledge of content into written responses. To address this, Anthony should practise writing through the completion of past examinations. His examination result also reflects a need to revise thoroughly on an ongoing basis.



Student Conference Discussion Points

Personal Development

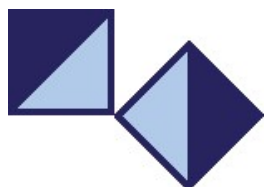
Area	Of Concern	Comment
Social Skills	☐	
Respect	☐	
Discipline	☐	
Work Habits	☒	Can be easily distracted
Team Work	☐	
Emotional Resilience	☐	

Academic Development

Area	Strengths	Areas for improvement	Next Steps	
English	Reading	Identify the likely purpose and audience for which a text was written	Identify literal and implied meaning, main ideas and supporting detail	Visualise to predict and use a range of textual clues to make inferences about setting, plot, character motives and possible outcomes in texts
	Writing	Plan writing and experiment with layout and visual effects to enhance presentation	Expand ideas and include some imagery when writing to narrate	Include appropriate background information when writing to inform, persuade and entertain
	Speaking & Listening	Discuss how descriptive passages in texts draw readers into events	Justify facts and personal opinions using information located from a range of sources	Sequence key ideas and summarise paragraphs and chapters in familiar texts
Mathematics	Number & Algebra	Find unknown quantities in addition and subtraction equations	Use estimation and rounding to check calculations	Use efficient strategies for mental calculation
	Measurement & Geometry	Compare and classify angles	Construct and measure angles using a protractor accurately	Describe and draw translations, reflections, rotations and symmetry of 2D shapes
	Statistics & Probability	Pose questions and collect data by observation or survey	Compare the effectiveness of different methods of collecting data	Interpret data representations where one object can represent more than one item

School/Home Partnerships

Area	Of Concern	Comment
Attendance	☒	Has missed a number of days
Punctuality	☐	
Homework	☒	Needs attention, quality and completion
Uniform	☐	
Hair/Jewellery	☐	



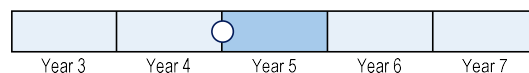
Individual Learning Plan

Semester 1 2021

English Goals

Reading

- Sally will read fluently and expressively.
- Sally will summarise key information in texts.



Writing

- Sally will write using neat, joined handwriting.
- Sally will practise using learned spelling strategies in everyday writing.



Speaking and Listening

- Sally will use appropriate volume, tone, pace and pitch when addressing an audience.



Reading Habits

- Sally will read 5 times a week every week of the semester.



Mathematics Goals

- Sally will investigate properties of numbers, including prime, composite, squared and cubed numbers.
- Sally will interpret and use timetables.



Social, Behavioural and Work Habit Goals

- Sally will consistently try to perform to a personal best standard and be a good learning partner.
- Sally will demonstrate resilience towards challenging situations.



Legend:

Target Level



Current Level





Victorian Curriculum Summary

Curriculum Area		Rating	Level 3	Level 4	Level 5	Level 6	Level 7
English	Reading and Viewing	C			●		
	Writing	C			●		
	Speaking and Listening	C			●		
Mathematics	Number and Algebra	C			●		
	Measurement and Geometry	C			●		
	Statistics and Probability	C			●		
Dance		B				●	
Music		C			●		
Visual Arts		C			●		
Physical Education		B				●	
Civics and Citizenship		C			●		
History		C			●		
Geography		C			●		
Chinese - Second Language		C			●		
Science		C			●		
Digital Technologies		C			●		
Critical and Creative Thinking		C			●		
Intercultural Capability		C			●		
Personal and Social Capability		C			●		

Learning Area

- A Well above the standard expected at this time of year
- B Above the standard expected at this time of year
- C At the standard expected at this time of year**
- D Below the standard expected at this time of year
- E Well below the standard expected at this time of year
- TW Towards Foundation
- NT Not taught
- DNP Did not participate

Legend:

- Your child's achievement this semester
- The expected level of achievement



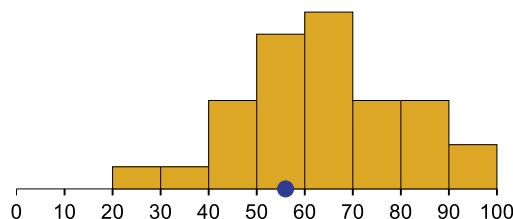
Semaphore High School

Year 9 Semester 1 Report 2021

Jason Ankor

English

Overall Achievement **C**
Assessment Mark 56
Position in Group 21/31



Learning Outcomes

Levels of Achievement

NA E D C B A

Develops language relevant to the study of English

A

Explains and analyses the ways in which language forms and features, and structures of texts shape meaning

B

Explains and evaluates the effects of textual forms, technologies and their media of production on meaning

C

Evaluates the effectiveness of a range of processes and technologies for various learning purposes

B

Analyses and synthesises information and ideas into sustained and logical argument for a range of purposes

C

Draws upon the imagination to transform experience and ideas into text, demonstrating control of language

D

In presentations, makes effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.

C

Classroom Profile

Levels of Achievement

Never Rarely Sometimes Usually Always

Works co-operatively

Usually

Completes set work in class

Sometimes

Respects teachers and peers

Usually

Works independently

Always

Meets homework/assignment deadlines

Sometimes

Brings equipment to class

Rarely

Nulla odio leo, ullamcorper a commodo nec, varius eu erat. Aenean nec urna non nunc sollicitudin feugiat. Integer euismod molestie diam, ut imperdiet nunc tempor ut. Curabitur felis lorem, aliquam sed aliquam ut, congue ac odio. Aliquam erat volutpat. Etiam id sem mi. Donec nec odio quis dolor varius fermentum. Proin tellus ante, facilisis bibendum malesuada et, tristique eu sem. Morbi ut mauris vitae eros vulputate porttitor. Proin tellus ante, facilisis bibendum malesuada et, tristique eu sem. In blandit ante pulvinar nunc tristique aliquam. Mollis leo posuere dis magnis ipsum torquent eros.



Personal Development, Health and Physical Education

Examination 72%

Assessment Result 69%

Overall Grade **B**

Grade Distribution



Outcomes

Low High

Explains the relationship between physiology and movement potential



Designs psychological strategies and nutritional plans in response to individual performance needs



Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity



Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation



Devises methods of gathering, interpreting and communicating information about health and physical activity concepts



Studentship Skills

Never Sometimes Usually Always

Is organised and prepared for lessons



Completes tasks punctually



Works diligently in class



Works independently



Strives to do their best



Shows consideration and respect for others



Teacher Comment

Michael is a motivated student who always completes set tasks on time. He struggles with being able to translate his knowledge of content into written responses. To address this Michael should practise writing through the completion of past HSC examinations. His examination result also reflects a need to revise thoroughly on an ongoing basis.



General Report

Social and Personal Learning

The philosophy of Accelerus Primary School is based on the premise that every student can attain high levels of academic achievement and be a responsible community member.

School Values

	Poor	Needs Attention	Acceptable	Good	Very Good
Displays enthusiasm for learning				●	
Shows respect and sensitivity to others					●
Finds reward in participating and doing one's best				●	
Demonstrates a capacity to lead, to share and to cooperate with others				●	
Accepts responsibility and discipline				●	

Comments

Student Reflection

This year I have tried my hardest to improve on everything. I think this semester I achieved 100 in division revision and in 3 Minute challenge I have got 101 out of 120 in 4 minutes and 4 Seconds. I also improved on my handwriting. I enjoyed footy maths and each game I went higher on the ladder. Thank you Mr Barker.

Teacher Comment

Kelly is reading with great fluency and expression and must continue to concentrate on developing more mature comprehension skills. She has demonstrated careful planning and capable editing abilities within her narrative pieces and must now turn her attention to achieving consistent spelling results. Kelly has achieved pleasing marks in our numeracy unit on place value and has developed a better understanding of the importance of basic multiplication facts. She must ensure her time is used wisely both at school and at home in order to build up her knowledge of the humanities topics covered.

Attendance

Attendance Ratings

Days	Attendance %	Rating
0-2	100-99%	This is a very good attendance rate. A child with this attendance rate is able to take full advantage of the teacher and learning opportunities available to them.
3-10	98-95%	This is within normal range. A child with this attendance rate is able to take full advantage of the teacher and learning opportunities available to them.
11-19	94-90%	This attendance rate is slightly below average. A child with this attendance rate could miss up to one and one half years of learning between Prep and Year 10.
20-28	89-80%	This is a poor attendance rate. A child with this attendance could miss out on up to two and a half years of learning between Prep and Year 10.
29+	79% or less	This is a very poor attendance rate. A child with this attendance rate could miss over two and one half years of learning between Prep and Year 10.

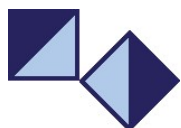
Your child's attendance

Very Poor

Very Good

Kelly has been absent for 3.5 days this semester, as at 16 June.





Inquiry

Mrs Jane Teacher

Unit 1: Who we are

Course Content: As part of 'Who we are: Learning to lead by being ourselves' unit, students explored their own personal and social capabilities. They identified personal strengths and challenges that have assisted them to identify their potential as a leader. We have fostered the notion that leadership is a capacity that everyone has. Students worked in collaborative groups to design an activity for their younger peers. In their role as Peer Activity Leaders the students guided a variety of different tasks.

Progress: During our Unit of Inquiry, Sally consistently showed that she respects the concept that individuals each possess unique qualities that allow them to use different styles of leadership, and has been encouraged to identify these many strengths in herself. Sally completed polls and research and then demonstrated her leadership and cooperative skills when organising and facilitating a very successful cooking class specifically designed for her buddy.

Unit 2: Where we are in place and time

Course Content: In the 'Where we are in place and time: The journey from penal colony to a federated country' unit, students have explored the reasons behind Britain's colonisation of Australia. Following this event, the students have been exposed to a variety of different opinions, historical accounts and personal stories from the 1800's. Working in pairs, students studied an historical event and prepared a presentation. Simultaneously they have presented an alternative perspective at our expo.

Progress: Throughout Sally's exposure to a range of historical events and issues occurring from European settlement to Australia's Federation she recognises that individual, social and cultural differences between people contributed to the development of our nation. Sally worked well with her partner, Harrison to complete a well-researched and very well-presented Expo project that demonstrated their thorough understanding of The Goldrush and its impact on Colonial Victoria.

Unit 3: How the world works

Course Content: During our Inquiry into 'How the world works: Human responses to the natural forces that occur on our planet' the students have been investigating how natural forces occur and how communities respond to their changing environment. Excursions to the Organ Pipes National Park and The Melbourne Museum have immersed the students in first hand experiences with these phenomena. Throughout the unit, the students have been questioning why different forces occur and how communities adapt to these events.

Progress: Sally has been an active and enthusiastic participant in the inquiry of Natural Forces. Sally considered her personal interests and her prior knowledge to guide her research on tornadoes. Sally independently planned and designed an eye-catching and user-friendly website on tornadoes which concisely communicated all the information she had researched.



Semaphore Primary School

Term 3 - Interim Report 2021

Troy Anthony Threlfo-Baker

Year 2 Home Room 1-2HF

Subject	Effort				Behaviour				Work Standards				Homework					Teacher Requests Interview
	Excellent	Very Good	Acceptable	Needs Improvement	Excellent	Very Good	Acceptable	Needs Improvement	Excellent	Very Good	Acceptable	Needs Improvement	Completes	Usually Completes	Rarely Completes	Never Completes	Not Applicable	
Literacy Ms Hina Fatima	😊				😊							😞		😊				✓
Numeracy Ms Hina Fatima		😊				😊						😞					✓	✓
Integrated Studies Ms Hina Fatima	😊				😊					😊						😞		
Art Ms Hina Fatima		😊				😊						😞			😞			✓
Health & Physical Education Ms Hina Fatima			😞			😊						😞				😞		✓
Library Ms Hina Fatima			😞					😞	😊							😞		✓
Religious Education Mrs Nadia Hafiz	😊					😊			😊								✓	
Arabic Ms Haleema Ameen			😞		😊							😞	😊					

Home Room Teacher
Ms Thien Basiroh

Principal
Geraldine Smith

Science

Ms K Vassilopoulos

Overall Achievement

Minimal	Partial	Satisfactory	Good	Excellent
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Overall Effort

Needs Improvement	Satisfactory	Excellent
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Teacher Comments

Thomas has grasped a sound understanding of the topics covered in Science this semester and achieved very good results in both tests. He enjoys practical lessons and the chance to explore during experiments. Thomas is encouraged to add detail to his written work, especially in his practical reports when he makes connections between theory and practical lessons. Thomas willingly participates in class discussions and is confident in seeking help to ensure he has fully understood new concepts.

Humanities and Social Sciences

Ms K Vassilopoulos

Civics and Citizenship Achievement

Minimal	Partial	Satisfactory	Good	Excellent
---------	---------	--------------	------	-----------

History Achievement

Minimal	Partial	Satisfactory	Good	Excellent
---------	---------	--------------	------	-----------

Overall Achievement

Minimal	Partial	Satisfactory	Good	Excellent
---------	---------	--------------	------	-----------

Overall Effort

Needs Improvement	Satisfactory	Excellent
-------------------	--------------	-----------

Teacher Comments

Thomas has worked steadily and shown that he has developed knowledge of historical concepts and inquiry questions. He sequenced events and located relevant information about the past, focussing on the inquiry question of how Australia's first people lived. He investigated a range of dreamtime stories and attempted to write his own creative creation story based on the stories he had previously read.

The Arts: Media and Performing Arts

Mrs M Carruthers

Media Arts Achievement

Minimal	Partial	Satisfactory	Good	Excellent
---------	---------	--------------	------	-----------

Media Arts Effort

Needs Improvement	Satisfactory	Excellent
-------------------	--------------	-----------

Visual Arts Achievement

Minimal	Partial	Satisfactory	Good	Excellent
---------	---------	--------------	------	-----------

Visual Arts Effort

Needs Improvement	Satisfactory	Excellent
-------------------	--------------	-----------

Teacher Comments

Thomas learnt colour theory where he explored tints/shades through various Art tasks. He completed a silhouette of himself and used a harmonious colour scheme to complete an effective background. Thomas identified elements that give a character personality and attempted to design and create a sculptured model. It is important for Thomas to take pride in his art work and take his time to maintain quality.

Languages: Spanish

Ms Margaretta Jose

In Spanish, topics covered included: Countries and nationalities; Spanish Foods and Culture; Spanish education and opinions. Students were required to choose a common Spanish food and investigate different recipes and ingredients, presenting their findings in Spanish. They also presented a project on the demographics and landscape of Spain.

Overall Achievement

Minimal	Partial	Satisfactory	Good	Excellent
---------	---------	--------------	------	-----------

Overall Effort

Needs Improvement	Satisfactory	Excellent
-------------------	--------------	-----------

Personal Qualities	Needs Development	Satisfactory	Excellent
Works independently	☐	☒	☐
Actively participates	☐	☒	☐
Has a positive attitude	☐	☐	☒
Strives for improvement	☐	☒	☐
Completes tasks on time	☐	☒	☐
Seeks help when required	☐	☐	☒
Presents work appropriately	☐	☒	☐
Stays on task	☒	☐	☐
Plays cooperatively	☐	☒	☐
Tasks responsibility for own behaviour	☐	☐	☒
Works collaboratively	☐	☐	☒
Is courteous and respectful	☐	☐	☒
Is resilient	☐	☒	☐
Works well in a team and considers others	☐	☒	☐
Concentrates and listens attentively during instruction time	☐	☒	☐

General Report

Teacher General Comments

Thomas is a motivated student who plays an active part in class. He has demonstrated a positive attitude and is always courteous and respectful, both to adults and his peers. The only area that needs some attention is his inclination to wander off the set tasks and talk during class to other students. He has grasped most new concepts and ideas and is keen to learn to apply these to everyday situations. He is to be commended on a good semester's work.

Principal Comments

Thomas is a well-mannered and considerate student who models the school values well. He generally strives to achieve his best, however I would like to see him push his intelligence further and not become complacent as he has good knowledge of concepts. Continuing to make good choices, being positive and developing his resilience skills are important areas for improvement. It has been positive to see Thomas take advantage of the school's extra-curricular activities through his sporting achievements.

Days absent 2.5
Days late 4

**Mathematics**

Ms Nicole Richards

		<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
Mathematics	Number and Algebra		●			
	Measurement and Geometry			●		
	Statistics and Probability		●			
	Overall Achievement		●			

Graham has demonstrated that he is able to identify and describe factors and multiples of whole numbers and use them to solve problems. In the area of statistics, he can list outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions. Overall, his work is at the below the expected level year level, with the exception of Geometry in which he is performing at the expected level.

Effort*Needs attention**Acceptable**Good**Excellent***Parent Interview Required****Information Technology**

Mr Rodney Mazza

		<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
Technologies	Digital Technologies				●	
	Design and Technologies			●		

Graham has a flair for digital technologies and produced a very good IT project using PowerPoint. He seems to grasp technological concepts easily and can apply them to other situations. His design abilities are good also.

Effort*Needs attention**Acceptable**Good**Excellent***Parent Interview Invited****German**

Mrs Fredericka Strauss

		<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
Language	Overall Achievement				●	

Graham has quite a flair for German. He displays appropriate knowledge and use of vocabulary and is able to use simple phrases and familiar words to create new meaning. In addition, he demonstrates excellent awareness of cultural differences.

Effort*Needs attention**Acceptable**Good**Excellent***Parent Interview Invited**



Overall
achievement



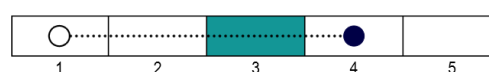
Reading and Viewing

Level

Progress

- Describe some differences between imaginative informative and persuasive texts

C



Silvia is reading at level 27. Silvia can independently describe the differences between imaginative and informative texts. Silvia requires very little assistance with describing the differences between informative and persuasive texts. When asked Silvia is able to retell what happened at the beginning, middle and end of the story. Silvia has really enjoyed reading short stories and then drawing images and characters from the book.

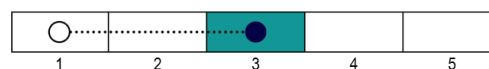
Speaking and Listening

Level

Progress

- Understand that there are different ways of asking for information, making offers and giving commands

D



Silvia can make the changes to these words independently, for example Silvia requires some assistance with deleting the 'e' from game to write gaming. Silvia has worked on her sentence structure and can place full stops at the end of her sentences and understands how to use question marks and exclamation marks. Silvia is working on sentence structure and when she rereads her sentences she can make grammatical changes and can add or delete words to ensure her sentences have flow and fluency. Silvia really enjoyed writing sentences and a short story that told a recount of the "The Snowman".

Writing

Level

Progress

- Recognize and know how to use word families for example 'play' in 'played' and 'playing'

1



Silvia asks for assistance herself and can independently engage in conversations with all students. Silvia can independently demonstrate verbally what area of work she requires assistance with. Silvia has gained a lot of confidence in-group discussions and always participates when asked for her thoughts and opinions in front of the class. When working in small groups Silvia is able to make a range of offers and provides lots of suggestions for her group members to use and is able to convey her message using a variety of terminology. Silvia really enjoyed participating in Girls Group and face painting and has shared her experiences with me.

Legend

Achieved

Entry point

Achievement level

.... Progress



INDIVIDUAL LEARNING PLAN 2021

Andrew CUNNINGHAM

Home Group: 6PJ

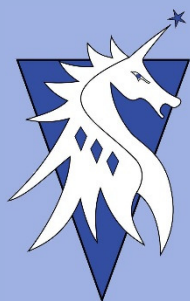
Teacher/s: Peter Anderson and Meryl Jones

Semester 1

Learning Area	Learning Goal	Home Activities	Classroom Strategies	Progress	
				Limited	Excellent
English >> Reading and Viewing	Beginning to use the text to locate information required to answer comprehension questions.	- Ask Andrew a variety of questions about his take home reader - Encourage him to re-read the text to locate answers.	Encourage Andrew to use the text to locate information required to answer comprehension questions.		
English >> Writing	To improve Andrew's spelling of increasingly challenging words.	When encountering challenging words in everyday life, ask Andrew to attempt to spell them using known spelling patterns.	- Ensure dictionaries and thesauruses are accessible during all literacy lessons. - Encourage Andrew to use The Writing Model Vocabulary list to support the spelling of challenging words. - Andrew will participate in weekly spelling lesson which focus on a variety of spelling rules.		
English >> Reading and Viewing	To pay attention to punctuation when reading aloud	- Listen to him read aloud regularly - Prompt a breath and a pause at full stops - Prompt a slight breath and increased intonation at commas	- Provide opportunities for reading aloud - model examples of how to pay attention to punctuation - Provide opportunities to read aloud with peers and teachers		
Mathematics >> Number and Algebra	To improve Andrew's instant recall of times tables.	- To assist Andrew at home place a times tables poster on the toilet door. - Focus on one set of times tables a week. - Quiz Andrew using a random order, written and verbally. - Have him listen to/sing times tables songs. - Allow Andrew to access rote learning apps and internet games that focus on times tables	- Andrew will be given opportunities to learn times tables strategies. - He will practise times tables in class using timed tests, games, group and individual work with equations.		

Progress of Semester 1 goals have been reviewed and shown above.

June 2021



SEMAPHORE HIGH SCHOOL

STUDENT REPORT

Semester 1 Report 2021

Troy Anthony Threlfo-Baker

Absences:

<i>Explained</i>	9
<i>Unexplained</i>	5
<i>Class Truancies</i>	4
<i>Partial Attendances</i>	3

Reports included:

Pastoral Care
English
Mathematics - Unicorn
Science - Core
Society & Environment - Extended
Physical Education & Health
Indonesian
Art
Design Technology
Food and Nutrition

Tutor Teacher Katrina WAITE

Year Coordinator Kate SHORLAND

Principal Belinda BARTLETT

Excellence ■ Responsibility ■ Community ■ Respect



English

This course was an introduction to high school English. The semester began with a thorough testing period of each student's ability in the areas of listening, speaking, reading and writing. Then there was a short unit on text types (informative, narrative and persuasive), which lead into a more in-depth study of persuasive texts. Term 2 consisted of a novel study on 'Bridge to Terabithia'. Students explored theme, setting, characters, point of view and plot through a variety of narrative tasks.

Overall Grade

D

Learning Outcomes	Achievement					
	NA	Limited	Partial	Satisfactory	High	Excellent
Comprehend a range of written, spoken and multimodal texts.						
Analyse and compare structures and features in a variety of texts.						
Identify and explore different perspectives through events, characters and setting in texts.						
Draw conclusions and explain issues and ideas from a variety of sources.						
Create well-constructed texts for a variety of purposes and audiences.						
Use correct paragraphing and a variety of sentence structures to convey meaning.						
Use evidence to support ideas.						
Deliver formal and informal oral presentations using language and presentation skills to engage the audience.						
Contribute actively to discussions in both speaking and listening modes.						
Plans, reviews and proofreads own writing using accurate spelling, grammar and punctuation.						

Learning Behaviours	Not evident	Rarely	Sometimes	Usually	Always
Preparedness for learning					
Participates appropriately in learning activities					
Works collaboratively with peers					
Respects learning environments					
Plans and manages time effectively					
Completes and submits work on time					

Troy has been assessed on a Personal Learning Plan



Troy Anthony Threlfo-Baker – 11A

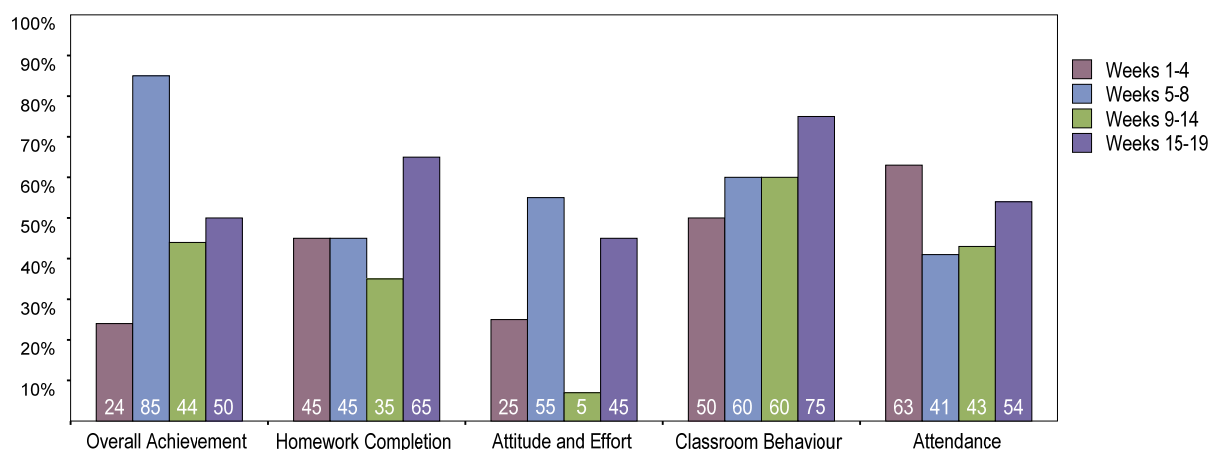
This unit involves study of probability, covering introductory probability; functions and graphs, covering graphical representation of linear and non-linear functions and relations; calculus, covering the analysis of properties of functions; and algebra, covering the use of formulae and equations to generalise and analyse work in the other areas. Students are required to learn, practice and apply mathematical algorithms, routines and techniques by undertaking investigative projects involving the use of mathematics; solving problems set in unfamiliar situations and in real-life situations; and finding solutions to standard problems.

Unit Outcomes

Skills	Satisfactory
Analysis	Satisfactory
Use of technology	Satisfactory

Major Assessment Tasks

School Assessed Coursework (SAC)	Student Goal	30%
	Percentage	Grade
Tests	22	Ungraded
Analysis tasks	39 *	Ungraded
Examination 1	32	Ungraded
Examination 2	42	Ungraded
Examination Average	37	Ungraded
Overall SACE Average	33	Ungraded
End of Semester Unit Result		Satisfactory

Work Practices

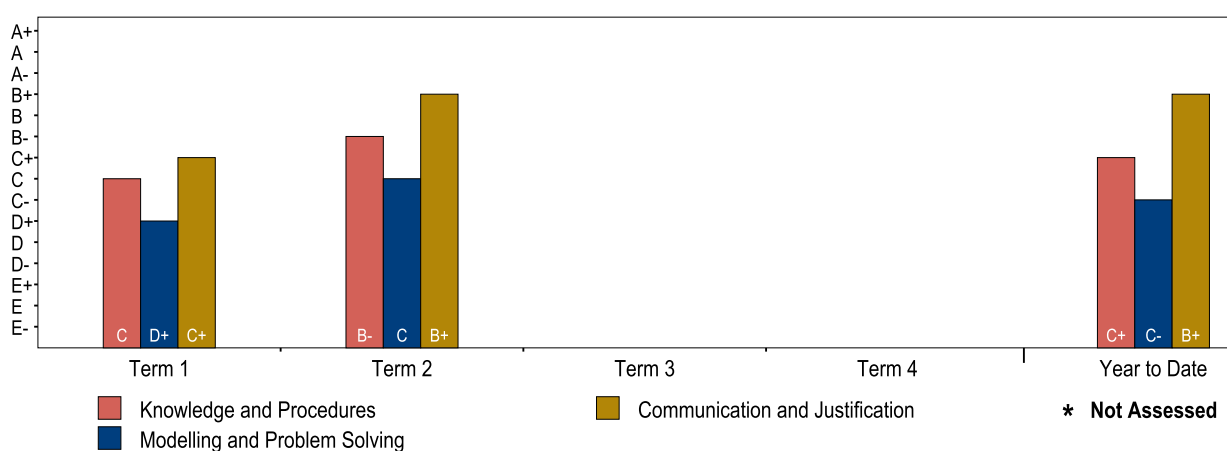
Mathematics

Teacher: Mrs Rosemary Paddington

During Semester 1, students have completed work from the Number, Measurement and Algebra strands. The topic of Percentage has been related to the world of finance, and students have taken a formal approach to Algebra. Basic numeracy skills have been practised regularly in class and supplemented by the use of the Mathsmate programme. Students have continued to develop the skill of communicating their written solutions mathematically. All students sit the Core tests in Mathematics and those in an advanced class also sit an Advanced Mathematics test each term.

The grade for Mathematics has been determined using assessment based on the Australian Curriculum.

Academic Achievement



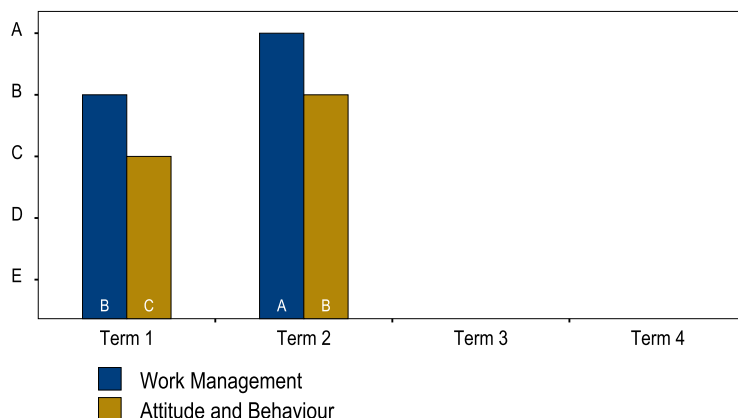
Grades: Term Year to Date Year Level Distribution – A to E: Year to Date

B-

C+



Application



Attitude and Behaviour:

Participates in class; works cooperatively with peers; interacts appropriately with the teacher.

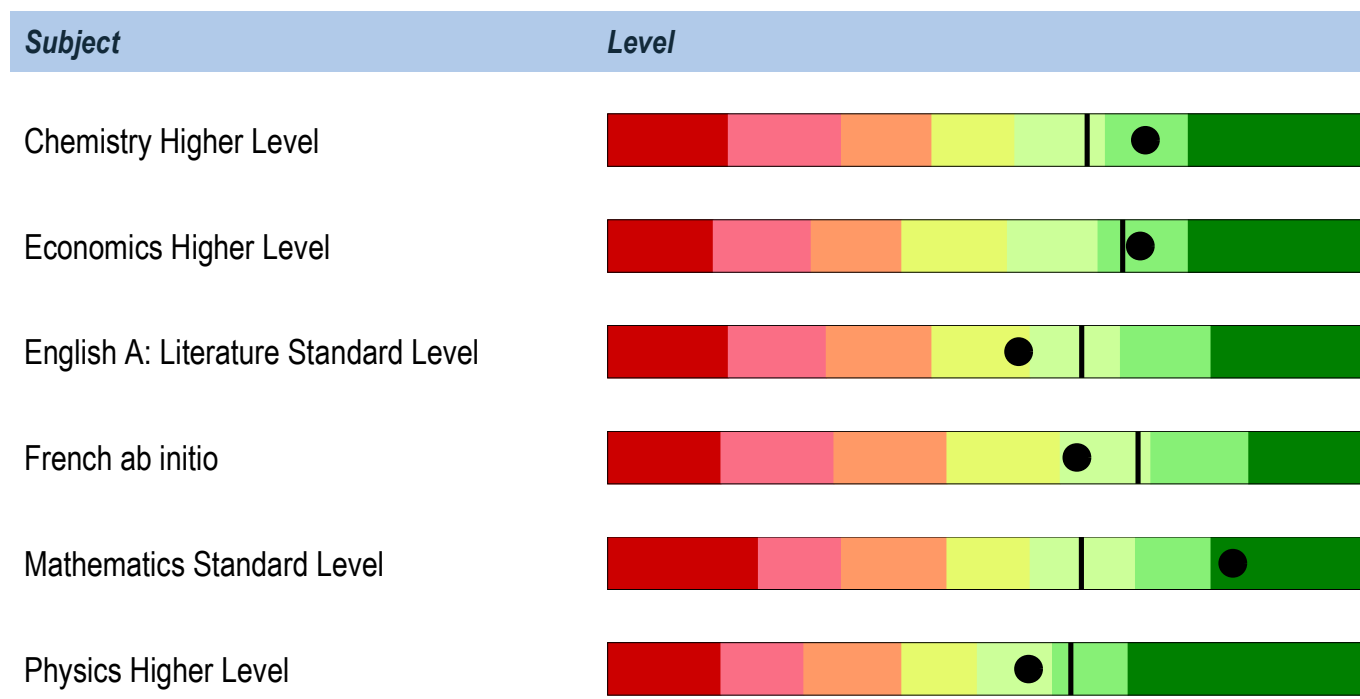
Work Management:

Is organised for lessons; uses class time effectively; seeks assistance when required; perseveres with tasks; completes set tasks in the given time; attends to homework and assessment.

Parent Interview Welcomed

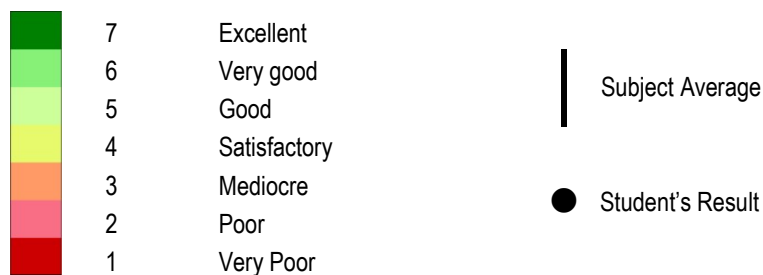


Achievement Graphs



Legend

Subjects are marked according to this scale:





Achievement and Engagement Report

Chemistry Higher Level

Michael Robertson

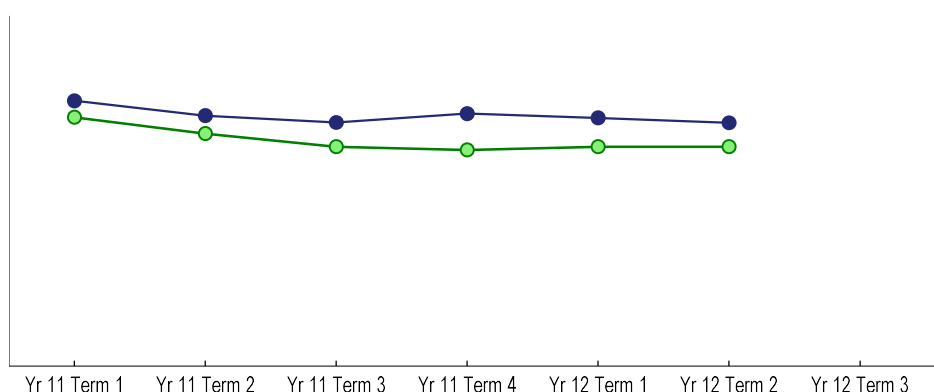
Results
Achievement Grade 6
Achievement Percentage 71.3%

Achievement



Historical Progress

- Student Result
- Subject Average



Engagement Summary

Effort Excellent
Behaviour Excellent
Home Work Satisfactory

English A: Literature Standard Level

Marisa Tsakmakis

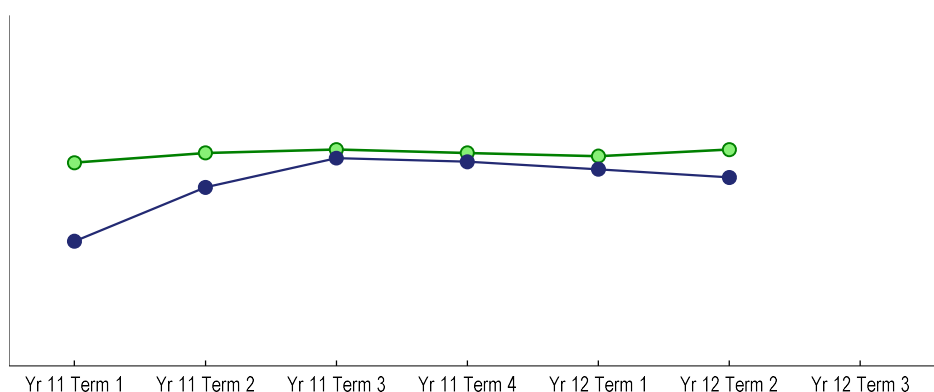
Results
Achievement Grade 4
Achievement Percentage 54.5%

Achievement



Historical Progress

- Student Result
- Subject Average



Engagement Summary

Effort Very Good
Behaviour Excellent
Home Work Satisfactory



Student Report –Semester 1 2021

Christopher Student
Year 8 – Form 8B

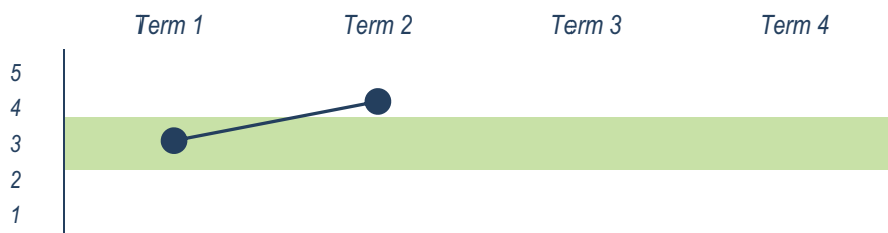
Mathematics

Teacher: Mr J Robertson

In Mathematics this semester, students develop mathematical skills applicable to numeracy across the curriculum. At Year 8 level: Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions. The rest of this description is to show the length of the maximum of 500 chars, ie about 4 rows.

Indicative Progress

Indicative progress for Semester 1



Assessment Tasks

Number Properties	C
Linear Algebra	C
Measurement and Geometry Project	B
Statistics	A
Factors and Decimals	Not yet assessed
Semester Test	Not yet assessed

Work Habits

	Effort	Behaviour
Term 1		
Term 2		
Term 3		
Term 4		

AusVELS Standards

	Year 6	Year 7	Year 8	Year 9	Year 10
Number and Algebra					
Measurement and Geometry					
Statistics and Probability					

Recommendations for Future Learning

- Recommendation number one, with recommendations being a maximum of around 100 characters like this.
- Up to three recommendations per subject, with these being selected from a dropdown list.
- The recommendations for each subject may be different for each term, for each subject.

Student Progress Conference

Welcomed



Semaphore Secondary College

Progress Report - Term 1 2021

Caleb Antoniadis
Year 9

Subject / Teacher	Takes initiative for learning		Applies feedback to improve		Demonstrates respectful behaviours		Persists to complete learning outcomes	
	Not shown	Accomplished	Not shown	Accomplished	Not shown	Accomplished	Not shown	Accomplished
English Sarah Mathewson								
German Barbara Schmitt								
Health & Physical Education Sally Ferguson								
Humanities Mary-anne Tregonning								
Mathematics Wallace Roberts								
Science Daniel De la Vosco								
Systems Corinne Farmer-Richards								
Visual Communication Alyce Cameron								
Home Group Barbara Schmitt								

Days Absent in Term

2.5days

Parent Teacher Interview

Welcomed

Principal: Mr Robert Principal



Humanities

Subject Result

Satisfactory

In second semester at Level 10 Humanities incorporates the studies of History and Economics.

Year 7 History focuses on Early Human Societies and the development of Ancient Civilisations. Students investigate how Archaeologists investigate the past and gather historical evidence. Topics studied include Early Human Migration, the development of Civilisations, Ancient Egypt and Ancient China. Students complete (outline assessment tasks here)

Year 7 Economics focusses on processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy. Students use the inquiry process to plan economics investigations, analyse and interpret data, and form conclusions supported by evidence. They form and express opinions on economic issues that interest and/or impact on them personally, or locally and/or nationally.

Subject-specific Skills

Student's Level of Progress

Research and investigation	No progress	Little	Acceptable	Good	Very Good
Explanation and communication	No progress	Little	Acceptable	Good	Very Good
Analysis and Interpretation	No progress	Little	Acceptable	Good	Very Good
Understanding demonstrated on end of semester exam	Did not sit	Poor	Acceptable	Good	Very good

Required Assessment tasks completed

☐

Attendance

75%

Teacher: Ms Nicole Ritchie

Science

Mr Maxwell Smart

In second semester at Level 7 Humanities incorporates the studies of History and Economics.

Year 7 History focuses on Early Human Societies and the development of Ancient Civilisations. Students investigate how Archaeologists investigate the past and gather historical evidence. Topics studied include Early Human Migration, the development of Civilisations, Ancient Egypt and Ancient China. Students complete (outline assessment tasks here)

Year 7 Economics focusses on processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy. Students use the inquiry process to plan economics investigations, analyse and interpret data, and form conclusions supported by evidence. They form and express opinions on economic issues that interest and/or impact on them personally, or locally and/or nationally.

Subject-specific Skills

Student's Level of Progress

Research and investigation	No progress	Little	Acceptable	Good	Very Good
Explanation and communication	No progress	Little	Acceptable	Good	Very Good
Analysis and Interpretation	No progress	Little	Acceptable	Good	Very Good
Skill 4	No progress	Little	Acceptable	Good	Very Good
Understanding demonstrated on end of semester exam	Did not sit	Poor	Acceptable	Good	Very good

Required Assessment tasks completed

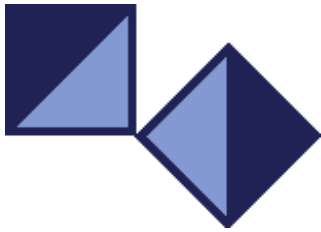
☒

Attendance

89%

Overall Subject Result

Satisfactory



SEMAPHORE SPECIAL
SCHOOL

Individual Learning Plan Semester One 2021

Thomas Walker

Year 6



Sample
Reports
produced via
Accelerus®

Semaphore Consulting Pty Ltd
03 8877 7676
www.accelerus.com.au
support@accelerus.com.au

Ms K Vassilopoulos
Class Teacher

Mr Peter Principal
Principal



Mathematics



Kim completes all his mathematics tasks and appropriately asks for assistance. Although Kim will often tell the adults that the work is too hard, he completes it to an acceptable standard. Kim often becomes fixated on the errors in his work rather than the ticks he has received, so the language for when Kim gets an error is now termed "learnings". Kim has some difficulty interpreting worded problems and requires one-on-one assistance to successfully respond to these questions. He is able to draw pictures that represent given fractions and has commenced exploring equivalent fractions. Kim can order capacities from smallest to largest. Kim is able to solve three-digit addition and subtraction problems. With assistance, Kim is able to solve quarter-hour elapsed time problems, and independently achieves success when the beginning time is an o'clock. Working out change with a number line will continue to be a goal for Kim. Well done, Kim.

Measurement and Geometry

- Kim will solve elapsed time problems involving 15 minute intervals.
- Kim will give change from amounts under the value of \$10.
- Kim will measure, order and compare objects according to their capacity.

Performance				
Working Towards	Achieved		Above Expectation	
		●		
	●			
		●		

Number and Algebra

- Kim will read and solve simple worded problems involving addition and subtraction with two-digits.
- Kim will model and represent fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{5}$.
- Kim will solve three-digit addition sums that involve carrying and three-digit subtraction sums involving borrowing and trading.

Performance				
Working Towards	Achieved		Above Expectation	
	●			
		●		
		●		

Humanities: Geography



This semester in Geography, Kim explored Australia. Kim engaged in discussion on the First Fleet and the features of the Australia flag, including the inclusion of the Union Jack. As part of independent research, Kim has begun researching and creating a poster on Australia. Kim has explored different state/territory flags, floral emblems and animal emblems. Next semester in The Humanities (History and Geography), Kim will explore the Olympics.

Goals

- Kim will understand how Australia and the United Kingdom are connected by their past.

Performance				
Working Towards	Achieved		Above Expectations	
		●		

Assistance Levels



Independently



Verbal Prompts



Physical Prompts



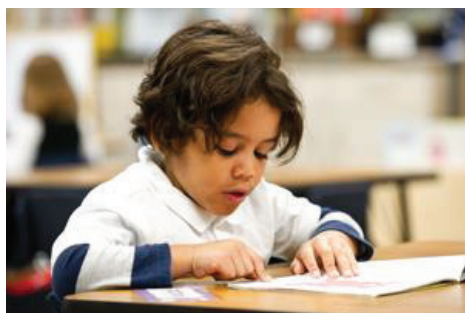
Coactively



Physical Assistance

ENGLISH

Mary Teacher



Overall
achievement



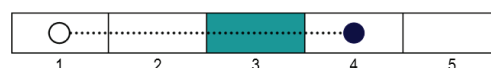
Reading and Viewing

Level

Progress

- Describe some differences between imaginative informative and persuasive texts

C



Silvia is reading at level 27. Silvia can independently describe the differences between imaginative and informative texts. Silvia requires very little assistance with describing the differences between informative and persuasive texts. When asked Silvia is able to retell what happened at the beginning, middle and end of the story. Silvia has really enjoyed reading short stories and then drawing images and characters from the book.

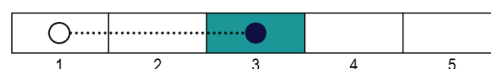
Speaking and Listening

Level

Progress

- Understand that there are different ways of asking for information, making offers and giving commands

D



Silvia can make the changes to these words independently, for example Silvia requires some assistance with deleting the 'e' from game to write gaming. Silvia has worked on her sentence structure and can place full stops at the end of her sentences and understands how to use question marks and exclamation marks. Silvia is working on sentence structure and when she rereads her sentences she can make grammatical changes and can add or delete words to ensure her sentences have flow and fluency. Silvia really enjoyed writing sentences and a short story that told a recount of the "The Snowman".

Writing

Level

Progress

- Recognize and know how to use word families for example 'play' in 'played' and 'playing'

1



Silvia asks for assistance herself and can independently engage in conversations with all students. Silvia can independently demonstrate verbally what area of work she requires assistance with. Silvia has gained a lot of confidence in-group discussions and always participates when asked for her thoughts and opinions in front of the class. When working in small groups Silvia is able to make a range of offers and provides lots of suggestions for her group members to use and is able to convey her message using a variety of terminology. Silvia really enjoyed participating in Girls Group and face painting and has shared her experiences with me.

Legend

- Achieved
- Achievement level
- Entry point
- Progress

Interpersonal Learning

Goal

Robert will verbally contribute during group work with familiar adults twice a session

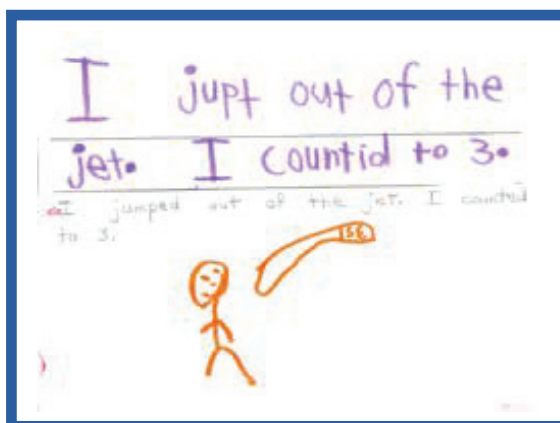
Achievement

Entry Level

Target



Evidence



Comments

Robert has successfully contributed to group sessions this year. He has shown his ability to ask questions during cooking, numeracy, geography and literacy sessions. Robert used a visual script which read 'Robert needs to ask 2 questions during group work sessions'. I would gesture towards the script so Robert had several opportunities to ask questions during group work sessions. By week 3 Robert was able to ask 2 questions on some occasions. By week 7 Robert was able to ask 2 questions regularly, as reflected in our assessment ck sheet. Robert has become more comfortable in the room, and his achievement reflects this.

Recommended Next Goal

Robert will reflect on his contributions to group sessions in writing once per day.



General Report

Overall Comment

Kim has been a hard worker this semester. Once given a task, he will immediately commence completing this and will ask for assistance if needed. If he is offered assistance from one of the adults in the room, he will say that he doesn't need any help and will continue with his work. Mathematics in particular can cause some concern to Kim and building up his confidence has been an area of development for Kim; both from the classroom staff and the school chaplain. With regards to Kim's emotions, these have been causing concern this semester and strategies have been put in place to try limit Kim's emotional outbursts to keep him as calm and happy as possible. These have included renaming errors with his work as "learnings", when Kim is upset, giving him "Kim time", providing Kim with a worry book and Kim undertaking some sensory activities at lunchtimes on Wednesdays for 15 minutes and Fridays for 30 minutes. Ongoing and continued communication between school and home has been much appreciated this semester. It is hoped that these strategies that have been put in place reduce Kim's fluctuating emotions both at school and at home.

Strategies for Growth

Next semester, Kim will continue to access the Fountas and Pinnell reading intervention program for three days a week. He will also continue with his one hour weekly targeted Health sessions on Thursday afternoons. In his regular classroom, Kim will continue to participate in dedicated mathematics sessions each week, with Kim learning about Money on Mondays, Time on Tuesdays, Number on Wednesdays and playing Maths Games on Fridays. Next semester, as part of Kim's "Do Now Tasks", he will complete English and Mathematics tasks from Excel Basic Skills, which will cover areas not necessarily covered in regular classroom learning. Continued strategies to manage Kim's emotions will also be an area of growth for Kim.

Strategies for Home

Continue keeping up regular communication with the school regarding any concerns about Kim.

Continue assisting Kim with his Wednesday night homework.

Work Habits

	Needs Attention	Acceptable	Very Good	Excellent
• Effort	☐	☐	☐	☒
• Behaviour	☐	☐	☐	☒

Absences

Kim has been absent for 5 days this semester

Principal's Comment

Kim has shown good improvement this semester, achieving several of his goals. We trust that, by the end of the year, he will have achieved them all. Good work, Kim.

Peter TEACHER
Room Teacher

ROBERT PRINCIPAL
Principal



English

Mary TEACHER

The English Curriculum is divided into the modes: Reading and Viewing, Writing and Speaking and Listening. Students will appreciate, enjoy and use the English language; to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. Students understand how English works in spoken and written forms and with other forms of communication to create meaning.

Reading and Viewing Goals

Matilda will encounter different sounds, text, symbols, images or objects daily on the interactive whiteboard.

Entry Skills

Matilda maintains concentration on morning circle songs which are on the interactive whiteboard daily.

Actual Performance

Matilda chooses to join the morning circle and is able to maintain concentration briefly.

Working towards	Achieved	Working beyond
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Writing Goals

Matilda will react to objects in her environment by grasping them for one minute.

Entry Skills

Matilda can hold a range of pre-writing tools for 5 seconds.

Actual Performance

Matilda will grasp and interact with her favourites for more than a minute and will grasp an unfamiliar object for 3 seconds before releasing it.

Working towards	Achieved	Working beyond
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Speaking and Listening Goals

Matilda will react to others engaging with them in their environment by using body language or verbal gestures.

Entry Skills

Matilda makes eye contact with an adult when communicating.

Actual Performance

Matilda will seek out and engage with familiar adults and is very responsive during Intensive Interaction.

Working towards	Achieved	Working beyond
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Mathematics

Mary TEACHER

The Mathematics curriculum aims to ensure that students develop mathematical and numeracy skills for everyday life, work and in a technological world see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics.

Number and Algebra Goals

Matilda will respond to objects being counted and distributed by touching the objects.

Entry Skills

Matilda is attentive during counting songs, rhymes, stories and/or games.

Actual Performance

Matilda is inconsistent in responding and touching objects. She needs to become more aware of her environment.

Working towards	Achieved	Working beyond
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Matilda will react to collections within the context of everyday familiar situations, for example collections of favourite food, jewellery, utensils, or collections based on colour or texture

Matilda experiences objects and groups of objects through sensory activities

Matilda is beginning to react to some collections particularly if they have texture or sound.

Working towards	Achieved	Working beyond
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INDIVIDUAL LEARNING PLAN 2021

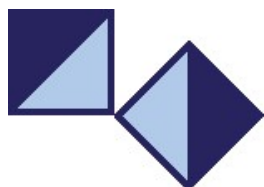
Andrew CUNNINGHAM

Home Group: 6PJ

Teacher/s: Peter Anderson and Meryl Jones

Semester 1

Learning Area	Learning Goal	Home Activities	Classroom Strategies	Progress	
				Limited	Excellent
English >> Reading and Viewing	Beginning to use the text to locate information required to answer comprehension questions.	- Ask Andrew a variety of questions about his take home reader - Encourage him to re-read the text to locate answers.	Encourage Andrew to use the text to locate information required to answer comprehension questions.		
English >> Writing	To improve Andrew's spelling of increasingly challenging words.	When encountering challenging words in everyday life, ask Andrew to attempt to spell them using known spelling patterns.	- Ensure dictionaries and thesauruses are accessible during all literacy lessons. - Encourage Andrew to use The Writing Model Vocabulary list to support the spelling of challenging words. - Andrew will participate in weekly spelling lesson which focus on a variety of spelling rules.		
English >> Reading and Viewing	To pay attention to punctuation when reading aloud	- Listen to him read aloud regularly - Prompt a breath and a pause at full stops - Prompt a slight breath and increased intonation at commas	- Provide opportunities for reading aloud - model examples of how to pay attention to punctuation - Provide opportunities to read aloud with peers and teachers		
Mathematics >> Number and Algebra	To improve Andrew's instant recall of times tables.	- To assist Andrew at home place a times tables poster on the toilet door. - Focus on one set of times tables a week. - Quiz Andrew using a random order, written and verbally. - Have him listen to/sing times tables songs. - Allow Andrew to access rote learning apps and internet games that focus on times tables	- Andrew will be given opportunities to learn times tables strategies. - He will practise times tables in class using timed tests, games, group and individual work with equations.		



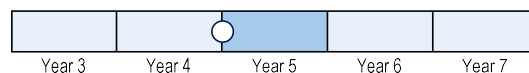
Individual Learning Plan

Semester 1 2021

English Goals

Reading

- Sally will read fluently and expressively.
- Sally will summarise key information in texts.



Writing

- Sally will write using neat, joined handwriting.
- Sally will practise using learned spelling strategies in everyday writing.



Speaking and Listening

- Sally will use appropriate volume, tone, pace and pitch when addressing an audience.



Reading Habits

- Sally will read 5 times a week every week of the semester.



Mathematics Goals

- Sally will investigate properties of numbers, including prime, composite, squared and cubed numbers.
- Sally will interpret and use timetables.



Social, Behavioural and Work Habit Goals

- Sally will consistently try to perform to a personal best standard and be a good learning partner.
- Sally will demonstrate resilience towards challenging situations.



Legend:

Target Level



Current Level





TEAP Meeting

Monday, 14 March 2021

Planning Team

Class Teacher	Jessie Teacher
Senior Teacher	Ronald Senior Teacher
SESO	Mary Assistant, Johannes Other
Parents/Carers	Adam Student, Eve Step-mother
Physiotherapist	Ben Davies
Occupational Therapist	Toula Pappas
Speech Therapist	Camilla Rowntree
Other	Margaret Helper, Home support worker

Parents'/Carers' Contact Information

Address	53 Wilson Street Cheltenham	Email	adam.student@gmail.com
		Phone	03 1234 5648

Areas of Strength

- Happy and friendly
- Reading
- Spelling
- Helpful and polite

Areas of Concern

- Staying on task
- Completing work on time
- Using his initiative
- Self-confidence
- Telling the time

Important Student Information

Student Triggers

- Unknown/unfamiliar situations or activities
- Avoidance of tasks that require fine motor skills or high physical activity

Medical/Allergies

- Ben had left lung removed in 2010
- Medication – Ventolin when required

Guardianship/Living Arrangements

- Lives with father and step-mother
- Has brother at Semaphore Specialist School also – Daniel.

Other Recommendations or Actions

- Organise work experience



Mathematics

Jessie TEACHER

Recall multiplication facts of two, three, five, ten 90% of the time independently

Long Term Goal	Ben will develop numeracy life skills to apply in real life situations
Context/Program	Maths – Mental Maths, Money, Number process
Entry Skills	Multiply some numbers by two, five and ten
Assessment Methods	- Multiplication tests at the end of each term - Anecdotal notes
Australian Curriculum	
Learning Area	Mathematics >> Number and Algebra >> Number and place value
Level	Level 3
Content Description	Recall multiplication facts of two, three, five and ten and related division facts

Calculate the correct change from simple transactions to the nearest 10 cents independently

Long Term Goal	Ben will develop numeracy life skills to apply in real life situations
Context/Program	Maths – Mental Maths, Money, Number process
Entry Skills	Recognise the relationship between dollars and cents, ie how many cents are in a dollar
Assessment Methods	- Money Tests at the end of each term - Anecdotal notes - Financial plan
Australian Curriculum	
Learning Area	Mathematics >> Number and Algebra >> Money and financial mathematics
Level	Level 3
Content Description	Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

Create a simple financial plan to budget for an event independently

Long Term Goal	Ben will develop numeracy life skills to apply in real life situations
Context Program	- Maths – Mental Maths, Money, Number process - Work Training – Op Shop, Toy Library - Enterprise Education – budgeting, class business - Purchasing food from the school canteen
Entry Skills	Recognise the relationship between dollars and cents, ie how many cents are in a dollar
Assessment Methods	- Money Tests at the end of each term - Anecdotal notes - Financial plan
Australian Curriculum	
Learning Area	Mathematics >> Number and Algebra >> Money and financial mathematics
Level	Level 5
Content Description	Create simple financial plans

Learning Area	English Communication
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Goal 1 Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context.

Comment Zac is reading books at level 22. He reads with confidence and is able to use his knowledge of the sound-letter relationships to attempt reading unfamiliar words.

Zac is able to make connections between a text and his own experiences. He can link what is being read to illustrations and often makes comments about illustrations he finds humorous or different.

Progress



Goal 2 Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements.

Comment Zac is able to write a range of different text types with minimal assistance. In one task this year Zac was asked to plan and write an imaginative story with an introduction, problem and resolution paragraph. The students first had to plan their ideas for each paragraph which Zac struggled with slightly due to his wide range of ideas.

With assistance he was able to reign these in and focus on just 1-2 key ideas per paragraph. Once his plan was complete Zac was able to write a story about Batman and Superman having to save their pet bat. He used known vocabulary and was able to asked for assistance to spell some unknown words. He was able to choose sensible pictures from the internet to go alongside his story, which he was very proud of!

Progress



Goal 3 Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

Comment Zac enjoys participating in class and small group discussions in relation to topics of interest. He occasionally requires prompting to actively listen and participate in conversations and express his ideas and opinions if he has little interest in a topic or subject.

Progress



Legend:

○ Entry point

● Achievement

.... Progress