

Reporting & Proficiency Scales

Parent Information Evening

Williamstown North Primary School

June 2018





2018 Semester One Report

Curriculum covered in Semester One 2018

Explains what the ratings mean

Victorian Curriculum						
	Rating	Level 3	Level 4	Level 5	Level 6	Level 7
English						
Reading and Viewing	B			○-----●		
Speaking and Listening	B		○-----●			
Writing	B			○-----●		
Health and Physical Education						
Movement and Physical Activity	C		○-----●			
Mathematics						
Measurement and Geometry	A				○-----●	
Number and Algebra	A				○-----●	
Statistics and Probability	A				○-----●	
Science						
Science	B			○-----●		
Technologies						
Design and Technologies	A					●
The Arts						
Dance						
Drama						
Music						

Previous Six month's Progression Point
(Foundation students wont have these until the end of the year)

Where your child is currently working for Semester One 2018

Ratings

- A Will above the expected level
- B Above the expected level
- C At the expected level
- D Below the expected level
- E Will below the expected level

Scale Definition

The Victorian Curriculum standard 5 point scale. Ranging from E - A Inclusive. Where E is two standard points below the expected level and A is two standard points above the age expected level.

Legend

- Previous result
- Your child's achievement this semester
- - - Your child's progress



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Williamstown North Primary School - 2018 - Semester 1 Report

Teacher:

Year ██████ **Generalist**

This semester, as part of our Digital Technologies unit, the aim has been to educate and empower students on managing cyber safety issues in real life situations. The students have been exposed to a number of different digital systems and how they can be used for a variety of purposes. Students were educated on organising their 1:1 device while effectively using Google Classroom and Padlet as a learning tool and creating their own learning websites on the Google Platform. They have become more efficient with a number of programs, including Mathletics, Spellodrome, Wushka, Readworks and StudyLadder. In addition to this, students have been supported through building their own levelled maze project using the online app; Scratch. They explored how to use sequences of simple blocks to make an intended action happen. As a part of the inquiry process, students were encouraged to be inquisitive learners while developing their knowledge and understanding of health and wellbeing, exploring topics including nutrition, medicines, drugs, vitamins and supplements, technology and physical and mental health.



All reports will include a statement describing the Inquiry Units (or Topics) covered throughout Semester 1. This is a brief overview outlining what has been covered and taught.

Foundation, Year 1 and Year 4 reports will also include a description statement about the Digital Technologies learning outcomes that students have explored and undertaken throughout the first semester.

Inquiry and Digi Tech

Work Habits are now linked to the School Values

Work Habits	Needs Attention	Acceptable	Good	Very Good	Excellent
Behaviour					●
Respect					●
Resilience					●
Responsibility					●
Doing your best					●

Written comment has changed from addressing areas of the curriculum covered to a more social and personal comment that reflects each student's individual learning goal.

Teacher Comment

■■■■■ is a learned and studious young man, who has applied himself to his best ability during semester one, making excellent progress, across all areas of the curriculum.

He is polite and respectful to his peers and teachers, while he eagerly and maturely participates in class discussions, offering his considered and thoughtful opinions on a range of topics.

■■■■■ should be commended for working hard towards achieving his learning goals; successfully learning his three, four, five and six times tables, while additionally he now consistently uses capital letters and paragraphs in his writing.

Being an enthusiastic and self-motivated learner, ■■■■■ should continue to make excellent progress in Semester Two.

Specialist Reports

Effort and behaviour reflected in the particular specialist area

Components covered during Semester One.

Year [redacted] Physical Education

Teacher: [redacted]

Throughout Semester One, students in Year Five have been working on learning about the sport of Basketball and European Handball. Students played minor games to learn skills and tactics of the sport. During Term One, each student completed the Beep Test. Results were recorded and will be compared when completed again in Term Four. They also revised learning about discus in the Athletics unit. Skipping was another topic covered where students continued their learning with their own rope and partner skipping. Long Rope activities were also worked upon.

Work Habits	
	Needs Attention Acceptable Good Very Good Excellent
Effort	-----●-----
Behaviour	-----●-----

Assessment Tasks	
	Not Satisfactory Acceptable Good Very Good Excellent
Discus	-----●-----
European Handball	-----●-----
Beep Test	-----●-----
Skipping	-----●-----

Good is the expected level

Proficiency Scales

Each separate dot point describes the skill and/or knowledge proficiency towards the ultimate mastery of that concept.

Proficiencies increase in complexity and depth as students progress through each level

NUMERACY PROFICIENCY SCALE	
Curriculum/Strand: Fractions	Student: Year Five
Power Standard:	
<ul style="list-style-type: none"> Compare and order common unit fractions and locate and represent them on a number line Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator 	
EXTENDING	<p><i>In depth problem solving and application of the information and/or processes</i></p> <p>I can:</p> <ul style="list-style-type: none"> solve word problems involving fractions add and subtract fractions with the same or related denominators using efficient strategies compare and order fractions with related denominators and represent them on a number line find common denominators of fractions through effective written methods explain the relationship between fractions and division e.g. $\frac{3}{4}$ of 30 = $30 \div 4 = 7.5$ represent a quantity as a fraction, decimal and percentage e.g. .6, $\frac{6}{10}$, 60%
	<p><i>Independently begin to apply the information and/or processes</i></p> <p>I can:</p> <ul style="list-style-type: none"> identify equivalent fractions e.g. $\frac{3}{4} = \frac{6}{8}$ compare fractions with related denominators represent a quantity as a fraction and a decimal
ESTABLISHED	<p><i>No major errors or omissions regarding any of the information and/or processes (simple or complex) explicitly taught</i></p> <p>I can:</p> <ul style="list-style-type: none"> add fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ subtract fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$ compare unit fractions to identify between the larger and smaller e.g. $\frac{1}{2} > \frac{1}{3}$ order unit fractions and represent them on a number line
	<p><i>No major errors or omissions regarding the SIMPLER information and processes but some help needed with the more complex information and processes</i></p> <p>I can:</p> <ul style="list-style-type: none"> model fractions with diagrams and materials, showing the proportion of the whole number demonstrate equivalence between fractions using drawings and models identify the components of a fraction e.g. numerator (Top) & denominator (Bottom) convert improper fractions to mixed number fractions e.g. $\frac{12}{7} = 1 \frac{5}{7}$ convert mixed number fractions to improper fractions e.g. $1 \frac{5}{7} = \frac{12}{7}$
BEGINNING	<p><i>With 1:1 HELP, a partial knowledge of some of the simpler information and processes</i></p> <p>I can:</p> <ul style="list-style-type: none"> represent improper fractions and mixed number fractions pictorially count by quarters, halves and thirds, including with mixed number fractions investigate equivalent fractions by using a fraction wall

Our school's essential learning statements (Power Standards) taken directly from the Victorian Curriculum.

ESTABLISHED is the proficiency level expected for each student by the end of each year

These statements demonstrate the sequence and progression of learning, from a student working with 1:1 support towards a student independently problem solving.

Specific and Personalised

NUMERACY PROFICIENCY SCALE	
Curriculum/Strand: Fractions	
Student: [REDACTED]	
Year: [REDACTED]	
Power Standard: <ul style="list-style-type: none"> Compare and order common unit fractions and locate and represent them on a number line Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator 	
<i>In depth problem solving and application of the information and/or processes</i>	
EXTENDING	I can: <ul style="list-style-type: none"> solve word problems involving fractions add and subtract fractions with the same or related denominators using efficient strategies compare and order fractions with related denominators and represent them on a number line find common denominators of fractions through effective written methods explain the relationship between fractions and division e.g. $\frac{3}{4}$ of 30 = $30 \div 4 = 7.5$ represent a quantity as a fraction, decimal and percentage e.g. .5, $\frac{6}{10}$, 60%
	<i>Independently begin to apply the information and/or processes</i>
EXPANDING	I can: <ul style="list-style-type: none"> identify equivalent fractions e.g. $\frac{1}{2} = \frac{2}{4}$ compare fractions with related denominators represent a quantity as a fraction and a decimal
	<i>No major errors or omissions regarding any of the information and/or processes (simple or complex) explicitly taught</i>
ESTABLISHED	I can: <ul style="list-style-type: none"> add fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ subtract fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$ compare unit fractions to identify between the larger and smaller e.g. $\frac{3}{4} > \frac{1}{4}$ order unit fractions and represent them on a number line
	<i>No major errors or omissions regarding the SIMPLER information and processes but some help needed with the more complex information and processes</i>
DEVELOPING	I can: <ul style="list-style-type: none"> model fractions with diagrams and materials, showing the proportion of the whole number demonstrate equivalence between fractions using drawings and models identify the components of a fraction e.g. numerator (Top) & denominator (Bottom) convert improper fractions to mixed number fractions e.g. $\frac{12}{7} = 1 \frac{5}{7}$ convert mixed number fractions to improper fractions e.g. $1 \frac{5}{7} = \frac{12}{7}$
	<i>With 1:1 HELP, a partial knowledge of some of the simpler information and processes</i>
BEGINNING	I can: <ul style="list-style-type: none"> represent improper fractions and mixed number fractions pictorially count by quarters, halves and thirds, including with mixed number fractions investigate equivalent fractions by using a fraction wall

Each student will receive a personalised version of their Year Level's relevant Proficiency Scale in **Number** and **Writing** with items highlighted to show individual achievement and attainment.

Thank you

Any further questions?