

[REDACTED]

[REDACTED]

[REDACTED] - Year -1 - [REDACTED]

[REDACTED] (MOR - Kirsten MORAN)

General Comments - Mid year [REDACTED] has settled into our class very well during his first semester at Officer Specialist School. He has become accustomed to the new routines of the classroom and has made some excellent social connections with his peers, both within the classroom and outside in the playground. Over the course of Terms one and two I have really enjoyed getting to know [REDACTED] and seeing him share more of his personality with us as he becomes more comfortable. [REDACTED] has been able to find a beautiful balance between focusing on his work and socialising with his peers and I can't wait to see how his friendships evolve throughout the remainder of the school year and beyond.

General Comments- End Of Year

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

ENGLISH:

•Reading and Viewing

For ██████, the focus of reading and viewing throughout Semester Two has continued to be the identification of the most common sounds for the first eight letters of Little Learners Love Literacy (m, s, f, a, p, t, c, i). ██████ has been provided with activities and experiences that aim to build his knowledge of the letters and the sounds they commonly make, including songs, chants, matching activities, multiple choice, digital games, and contextualized letter/sound hunts. ██████ has also participated in both modelled and shared reading sessions where he experiences reading success through listening to another reader and supporting them by joining in the reading of high repetition phrases used throughout the book.

██████ also practises his comprehension skills by answering wh- questions relating to the story that has been read to him and asking questions during the reading. Another major focus this semester has been building confidence as a reader. ██████ has been practising 'reading the pictures' where he creates and tells a story based off the illustrations and has recently extended this skill to create an illustration that matches a short description.

██████ has done very well to achieve his reading and viewing goal. He has demonstrated his ability to recall the name and sound of not only the first eight letters of the LLLL program m, s, f, a, p, t, c and i, but also h, r, o, z, k and x.

•Writing

During Semester Two all students in ██████ have participated in dedicated writing sessions that follow a familiar structure. Beginning with a warmup activity strengthening the muscles in our hands and building fine motor coordination through hands on activities such as; cutting, ripping or folding paper and card, drawing, peeling and sticking stickers or molding playdough or stiff putty. These warm up activities are very important for ██████ as although he has great hand positioning and a fantastic hand positioning, he would benefit from the control it will allow him. The students then begin an activity specifically targeted towards their writing goal. For Safaree this is working towards copying his first name using correct letter formation and order. ██████ has worked very hard and achieved this goal. With visual and verbal prompts, he can accurately copy his name with a capital and the remaining letters in lowercase. ██████ has not only achieved this goal he has also extended upon this goal by writing his name without the use of a model to copy, and is now working on refining this by using lowercase 's' and correctly forming the 'l' and 't's without lifting his pencil from the page. ██████ has a good ability to copy modelled writing, as such he is also working on copying short words, phrases or sentences where the focus is not only copying a range of letters and symbols, but also practicing where to begin writing on the page, writing each letter to sit on the line, knowing when to move to the next line and remembering to put a full stop at the end of the sentence.

•Speaking and Listening

To develop speaking and listening the students participate in dedicated speaking and listening sessions where they are able to practise changing the tone, volume and content of what they say to match the context and purpose. All students are given the opportunity to present information to the class, this can be done at the completion of our morning circle each day where students are asked if they would like to tell the class about our day and more recently by presenting their completed work to the class. This allows each student to practise both, projecting their voice to an audience and listening to a peer while building confidence in the supportive environment of the classroom. Students practise conversational skills through class discussions, including making group and individual decisions through signup activities, personal choice activities and whole class votes, as well as structured play sessions that ask students to take turns, share and interact with small groups of peers. This semester we have focused our structured play sessions around cooking, shopping and turn taking games that are of interest to the students such as 'Soggy Doggy', 'Uno', 'Memory' and 'Pop up Pirate'. Another great speaking and listening activity that the students of 101 really enjoy is our visits to The School Show recording studio, although we have not had as much opportunity to visit and record new episodes, the students enjoy watching episodes as they are published on the website and re-watching episodes we have previously recorded, often noticing things that we did well and recognising when our voices weren't loud enough or we weren't sitting in view or looking at the camera.

██████ is making good progress towards his speaking and listening goal. He is continuing to work on following the rhymes and actions our morning circle days, months and/or season songs, though he has shown his ability to join in with the counting of the date and is able to consistently engage in this activity when provided with only visual prompts. On top of this ██████ has also made great progress in a range of other speaking and listening skills that can not go without mention. Over the course of Terms Three and Four ██████ has gained confidence in using his voice and sharing his opinions, ██████ has now begun changing the volume of his voice to ensure the person he is talking to is able to hear him clearly, he is answering questions and is voicing his opinion when asked to participate in something he does not enjoy. It has been fantastic to watch ██████'s confidence grow!

MATHS:

•Number and Algebra

This semester in the area of Number and Algebra ██████ has been continuing to focus on his personal goal to count a collection up to five using one to one correspondence. To assist him to achieve this goal ██████ has taken part in a range of activities including; counting and number songs, practical situations where he is asked to collect items for use in activities, the creation of number lines, playdough squashing 10s frames, Seesaw activities and his personal favourite the counting and collection of PBS tickets and toys.

██████ has made good progress towards his goal. He has a good understanding of one to one correspondence and can engage in collaborative counting with an adult and can count independently immediately following the collaborative counting. ██████ moves our points to each item one at a time at the correct pace to maintain accuracy. ██████ has, on some occasions, shown that he can count objects accurately though will most often look to an adult for the number sequence or disengage from the task when he is asked to count independently. ██████ does regularly make the mouth shape as if he is going to say the numbers independently though doesn't say the numbers, this makes me think that with continued confidence building ██████ will be able to achieve this goal.

The students of ██████ have also consolidated their pattern making skills using colouring in and design activities as well as games and eSeesaw activities. We use routine and schedules to guide our days and each student is encouraged to read and follow the schedule with the highest level of independence appropriate for them. This includes weekly scheduling activities where each student is supported to use their diary to plan when they will attend special activities such as PE, Art, Music, Cooking, the Activity Room and the schools PBS Shop.

•Measurement and Geometry

This Semester the students in ██████ have been given the opportunity to participate in regular morning circle meetings where they practise recognising and naming different measures of time through the days of the week and months of the year song along with the year and season. This routine also serves as an opportunity for the class to talk through the schedule for the day and discuss any changes that we can expect for the day. Throughout the day the students take responsibility for the schedule taking each visual off as we complete the activity they represent or rearranging the visuals in the event last minute changes have to be made.

Students also take part in weekly sessions where they engage in activities to investigate, sort and name 2D shapes and compare objects based on length, weight and capacity.

██████ has achieved his Measurement and Geometry goal this semester. Although he doesn't often require the use of an individual schedule he is able to create and follow, first and then schedules, three step schedules and the classroom daily schedule when provided with visual and verbal prompts from an adult. ██████ is also able to sort two-dimensional shapes into like groups and follow a short sequence of instruction that include moving to known areas of the classroom, playground and specialist classrooms.

•Statistics and Probability

In the area of Statistics and Probability the students of ██████ have engaged in a range of activities to collect, display and interpret data. This begins each morning with our morning circle, all students are given the opportunity to choose a piece of information to contribute to the classroom calendar display. They are supported to answer the question and choose the appropriate visual to post in the display. Students are then asked if they would like to read to the class about the day, this is where students can interpret the information gathered by the class. In addition to our morning circle the students also take part in weekly sessions where they can work as a team to generate a survey question, answer or collect other people's responses or collate data into a bar or picture graph. At the conclusion of these sessions students are asked to answer a question about the information they have gathered using the terms, most, least and how many.

All students have also engaged in games of chance where they roll a dice, flip a coin or spin a spinner to determine outcomes.

██████ has achieved his Statistics and Probability goal. With verbal and visual prompts he is able to create two category data displays by sorting images, letters or numbers into the categories 'is' or 'is not'. ██████ has also begun to extend this skill by following instructions to sort images into simple picture graph templates. Keep up the great work Safaree!

PERSONAL AND SOCIAL LEARNING:

•Personal Social and Community Health

██████ has achieved his Personal, Social and Community Health goal this year. He is now able to initiate a verbal request to a preferred adult during meal times and personal hygiene routines. He will often attempt to overcome his difficulty himself before calling the attention of a preferred adult using their name, followed by the request. ██████ is currently demonstrating this skill during meal times, to open difficult packets or ask for his apple to be cut, and during his toileting routine to ask for an adult to hold the door closed while he uses the toilet in privacy. Safaree does not like to lock the toilet door behind him as he is fearful of the toilet flushing and having an adult hold the door for him allows him a greater level of comfort.

•Self-Awareness

The students in ██████ have been working on their emotional regulation using the Engine program. Each week students take part in an Engine program session where we use images and videos of people or emotive characters to identify different emotions and their place on our engine speedometer, is their engine running too slow, just right or too high. We investigate different reasons people might feel this way and roleplay these scenarios to experience different ways we can handle these situations. The students trial a range of activities and reflect on the effect it has on their own engine speed by checking in with their body, the rate of breathing and heart rate, and their body and minds ability to remain focused.

██████ has successfully achieved his Self-Awareness goal. With visual and verbal prompts ██████ is now consistently able to identify and roleplay a range of emotions including happy, sad and angry. He can describe the different facial features he can see on the faces of people who are experiencing these emotions and has even begun displaying his own emotions when something happens to make him feel happy, sad or angry.

•Social-Awareness

██████'s focus for his Social-Awareness learning has been to consistently ask for help to open packets during meal times. As he has developed the skill to open his own packaging we had adapted this goal to include asking for his apple to be cut. ██████ has now achieved this goal. With verbal prompts he can now ask "can you cut my apple?" or "help please" when he has a particularly difficult packet to open. ██████ does rely on staff prompting to initiate his request and we are now supporting him to ask using only a visual prompt.

REMOTE LEARNING:

During remote learning students were provided with activities directly related to their goals through the Seesaw program. These activities followed a regular timetable ensuring each student received daily English and Mathematics activities, supplemented with a range of activities over the week that supported their Personal and Social goals and provided fun activities to support engagement.

Students were also invited to join class WebEx sessions where we would meet as a group to complete our morning circle, chat socially, play games and talk about the activities for the day.

██████'s engagement was outstanding during remote learning. He was supported by his parents to attend almost all WebEx meetings where he was happy to engage in the morning circle routine, chat to his teacher and peers that attended and show and talk about his toys and the activities he was doing at home. ██████ also completed the majority of his Seesaw activities for each subject area and demonstrated improvement over this period. In the later stages of remote learning ██████ began attending onsite where he maintained his engagement with the support of the onsite staff. He easily adapted to the changes in staffing and routine over this time and was then able to transition back into his regular routine when the school reopened.

██████ (MEN - Iana MENDYGALIEVA)

Semester Report Results:

| Level of Achievement | Victorian Curriculum Achievement Standards |
|----------------------|--|
| Level of Achievement | VCAVA |
| (Excluded) | C |

Learning Focus 2021

PRESENT AND PERFORM - Students making and sharing visual art works that show emerging art knowledge and ability to create art works that communicate ideas, concepts, observations, feelings and/or experiences.

Mid-Year Comment

██████ has participated in the weekly art sessions over semester one. He remains committed to the creative process and is an enthusiastic participant in all of our art activities. ██████ has used different painting techniques to decorate a "Super-hero" mask and a butterfly painting. He used printing blocks to complete an ink printing exercise and did a lot of cutting and pasting activities throughout the semester. He has followed most of the instructions and enjoyed his free time at the play dough table. It's always a pleasure to have ██████ in our art room! Well done, ██████!

Overview of the Art program: This year, the focus for the art projects has been for students to create and display their artworks, related to themes and techniques. Over the semester of work, they have explored a range of art materials and shared ideas with their classmates about the choices they made in their artwork. Students have worked with 2D sculptures, created papier-mâché hearts, made personalised masks and assembled rockets out of cardboards. Students have continued to develop their skills in drawing, designing and decorating.

End Of Year Comment

Overview for The Art Program: Throughout semester two, students were able to participate in the Art program, both in class and online, using the Seesaw platform. There has been a strong emphasis on exploring how visual arts can represent ideas, experiences, observations and imagination. They have explored the celebrations of the 'Olympics', 'Cup Day' and 'Father's Day' and have created artworks that pay tribute to those events. The art activities on Seesaw allowed students to enhance their perception skills through the use of technology and to experience the production of artworks. Our main focus has been for students to apply the visual conventions, such as color, texture and line. This was facilitated by activities such as creating the 2D sculptures, printing with bubble wrap shapes and making numerous decorations.

██████ (MOR - Kirsten MORAN)

Semester Report Results:

| Level of Achievement | Victorian Curriculum Achievement Standards |
|----------------------|--|
| Level of Achievement | VCDT |
| (Excluded) | C |

Learning Focus 2021

Digital systems: Initiate some basic functions on common digital systems (hardware and software components) to meet a purpose.

Mid-Year Comment

██████ is learning to navigate the Seesaw application at school. With visual and verbal prompts he is able to log in and complete short tasks. ██████ enjoys having photographs and videos of himself and his work taken to be posted on the Seesaw application, which can be seen by his family at home. ██████ has also been demonstrating his digital skills through class visits to the School Show recording studio, where he has is learning to speak into a microphone and talk to a camera. During the latter part of Term 2, Safaree has shown he is becoming familiar with the use of Seesaw and WebEx, through his engagement in remote learning.

End of Year Comment

(Excluded)

██████ (MOR - Kirsten MORAN)

Semester Report Results:

| Individual Learning Goal Progress | | | Victorian Curriculum Achievement Standards | | |
|-----------------------------------|---------|------------------------|--|------|-------|
| Reading and Viewing | Writing | Speaking and Listening | VCERV | VCEW | VCESL |
| 3 | 3 | 2 | C | D | C |

Reading and Viewing - Entry Skill

██████ can identify the letters s, f and a from his first name and the letter m and can copy the sounds that they make after listening to an adult or peer.

Reading and Viewing - Outcome Target

In a structured setting, with visual and verbal prompts, ██████ will consistently identify the beginning sound for the first stage of Little Learners Love Literacy (m, s, f, a, p, t, c, i).

Reading and Viewing - Mid-Year Comment

██████ is making good progress towards his reading and viewing goal. He is consistently able to identify the beginning sounds for the letters m, s, f and a. ██████ is now working towards building constancy with the letters t, c and i. When unsure of a letter sound ██████ will look to an adult for clues, he can sometimes make the correct sound when given a clear visual prompt such as mouth shape or cued articulation gesture. During reading sessions, all students participate in songs and chants that identify the name and sound of letters. They participate in a modelled or shared reading that allows them to see the reading process and be exposed to a range of reading strategies before breaking into small targeted groups. Within these groups, students complete an individual task specifically working towards their goal, for ██████ this is often a find and say, or make and say activity with support from an adult and a sensory or gross motor component. The students also complete an activity with one or two other classmates that are working towards similar goals. Being very social, ██████ enjoys activities where he can share materials with his peers swapping letters or asking for specific sounds.

Reading and Viewing - Extension Goal

(excluded)

Reading and Viewing - End of year Comment

(excluded)

Writing - Entry Skill

██████ writes letters of his name out of order, with correct grip and correct formation of the letters s and a.

Writing - Outcome Target

In a structured setting with visual and verbal prompts ██████ will consistently copy his name using correct letter formation and order.

Writing - Mid Year Comment

██████ is making good progress towards this goal. He consistently orders the first four letters of his name correctly (██████). ██████ can trace all letters of his name with the correct letter formation and can copy recognisable letters using unconventional formation or by substituting capital letters. During dedicated Writing sessions, all students begin by participating in warm up activities. These warm up activities focus on the development of fine motor control and involve the use of different grips and hand movements, such as rolling and moulding putty, pinching to peel and place stickers and using a pipette to squeeze and transfer liquids. The students then move to rotational activities, where they work with or alongside a small group of their classmates who are working towards similar goals. Writing tasks involve tracing and copying their name, choosing and forming specific letters and multisensory activities. All students participate in additional sessions where they are exposed to sentence structure and are supported to construct and write a sentence. In addition to dedicated writing sessions, all students are encouraged and supported to write their name on each piece of work and 'sign up' to choice activities throughout the week, by writing their name under a visual for their preferred activity.

Writing - Extension Goal

(excluded)

Writing - End of Year Comment

(excluded)

Speaking and Listening - Entry Skill

██████ repeats sentences and phrases after an adult when asked. He copies some gross motor activities such as star jumps and bunny hops. When completing morning circle Safaree will watch his peers copying the actions and singing along.

Speaking and Listening - Outcome Target

In a structured setting, with visual and verbal prompts, [REDACTED] will consistently copy key actions of everyday songs and rhymes use during morning circle.

Speaking and Listening - Mid Year Comment

[REDACTED] is making some progress towards his speaking and listening goal. [REDACTED] is attending to the songs and rhymes that we use in the classroom, he particularly enjoys 'The Big Number Song' and 'Incy Wincy Spider'. [REDACTED] listens, watches and reacts to songs using facial expression, and he is working towards copying the words and actions of some songs. As he has settled into the class [REDACTED] has begun using his voice more confidently. He engages in informal peer to peer discussions with preferred peers and has been asking for help or sharing his successes with the adults in the room. During Terms 1 and 2, all students were given the opportunity to develop their speaking and listening skills through a range of structured and incidental learning experiences. The students are greeted each morning as they arrive at school and are prompted to engage in a short social conversation about how their night was, how they are feeling or any items they have brought with them to school. A class focus for Semester 1 has been developing the communication skills needed to express our needs and the things that we want. For this we have practiced asking for preferred activities verbally, for example "Can I please have the playdough.", using visuals such as the break and toilet symbols to discretely ask an adult to go to the toilet or have a break and using gestures such as raising your hand to gain someone's attention or let them know you have something to say. We have participated in explicit lessons where we have practised using our voices in different ways including changing the volume of our voices to match different situations and environments.

Speaking and Listening - Extension Goal

(excluded)

Speaking and Listening - End of Year Comment

(excluded)

(MOR - Kirsten MORAN)

Learning Focus 2021

Geography: Places and our connection to them: The connection of their family and peers to other places in Australia and across the world.

Mid Year Comment

(Excluded)

End of Year Comment

(Excluded)

(MOR - Kirsten MORAN)

Semester Report Results:

| Individual Learning Goal Progress | | | Victorian Curriculum Achievement Standards | | |
|-----------------------------------|--------------------------|----------------------------|--|-------|--------|
| Number and Algebra | Measurement and Geometry | Statistics and Probability | VCMNA | VCMMG | VC MSP |
| 2 | 3 | 3 | C | C | C |

Number and Algebra - Entry Skill

[REDACTED] can verbally count the number names in sequence from one to six accurately. He can manipulate objects moving them from one group to another when counting often taking one in each hand.

Number and Algebra - Outcome Target

In a structured setting, with visual and verbal prompts, [REDACTED] will consistently count a collection up to five using one-to-one correspondence.

Number and Algebra- Mid Year Comment

██████ is making good progress towards his number and algebra goal. He can consistently show his understanding of one to one correspondence through collaborative counting with an adult. ██████ does this by using his finger to point to each object as the adult counts it out loud, if the adult stops counting ██████ will keep his finger pointed at the same item until it has been counted. ██████ has also demonstrated his ability to verbally copy the number names from an adult. He is now working towards building consistency in these skills before combining them to achieve his goal. During the semester students have been practising the counting sequence through engaging in counting songs, and exercise routines that require students to count the repetitions of each movement. Safaree particularly enjoys these as he gets to move around while engaging with the task, he is working towards stopping at correct number of repetitions when he gets to it. The students then take part in an activity targeted towards their learning goal, during this time Safaree typically works with an adult to make and count collections using sensory items such as water beads, playdough or coloured counters.

Number and Algebra - Extension Goal

(Excluded)

Number and Algebra - End of Year Comment

(Excluded)

Measurement and Geometry - Entry Skill

██████ follows two step instructions and attends to the class schedule when it is introduced at the beginning of each day.

Measurement and Geometry - Outcome Target

In structured settings, with visual and verbal prompts, ██████ will consistently create and use individual visual schedules to complete activities and events throughout the day.

Measurement and Geometry - Mid Year Comment

██████ is making good progress towards this goal. He is building an ability to recognise and understand the visuals used within the classroom to represent common activities. ██████ has demonstrated this ability by reading some of the visuals from the class schedule during our Morning Circle and choosing preferred activities when presented with two options. ██████ has begun using 'sign up' sheets to choose the order of activities he completes by signing up for the activity he would like to complete first and then moving to the next activity once he has completed it. All students have also been participating in sessions that focus on size, identifying big and small objects, categorising objects based on their length and height and ordering items using side by side comparison and describing them using comparative language such as longer/shorter, taller/shorter and bigger/smaller.

Measurement and Geometry - Extension Goal

(Excluded)

Measurement and Geometry - End Of Year Comment

(Excluded)

Statistics and Probability - Entry Skill

██████ is able to distinguish items that are the same or different. He can make choices between two images to identify which fits the description given, looking at the different features before making a choice.

Statistics and Probability - Outcome Target

In a structured setting, with visual and verbal prompts, ██████ will consistently follow instructions to arrange images into groups to create a data display.

Statistics and Probability - Mid Year Comment

██████ is making good progress towards this goal. He has been able to demonstrate on some occasions that he can sort images into like groups, for example sorting images into the categories of animals and objects, or plants and animals. ██████ is now working towards building consistency in his ability to follow instructions to accurately sort images, by looking at the visual title for each group before placing each image. All students have been working on forming and asking questions that require others to choose from a set of responses and recording their own and other people's responses using tally marks or pictures. We have then been learning how to group the data we have collected and create a picture graph or a bar graph using pre-made templates that we can copy the data into. The students have also been exposed to the concept of chance through the use of games and activities that require a coin to be flipped or dice rolled, we have discussed how the outcome of these is not chosen by us, but can be random.

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| Statistics and Probability - Extension Goal |
| (Excluded) |

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|---|
| Statistics and Probability - End of Year Comment |
| (Excluded) |

██████████ (VOG - Glynis VOGRIG)

Semester Report Results:

| Level of Achievement | Victorian Curriculum Achievement Standards |
|----------------------|--|
| Level of Achievement | VCAMU |
| (Excluded) | B |

| |
|---|
| Learning Focus Topic |
| PRESENT AND PERFORM-students present music, by making and sharing music with their peers and teachers, to express a given idea. |

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| Mid-Year Comment |
| <p>██████████ has completed an excellent semester's work in this subject. He listens, follows instructions and performs well in all the music, dance and dramatic play activities. ██████████ has sung the words to songs, played instruments, operated hand puppets and copied simple dance moves. He has dressed up in full costume for theme days and interacted nicely with others in the play corner. As a class, Room ██████████ practiced, performed and presented to others, 'Walk along the line'. A fantastic effort, ██████████.</p> <p>Overview for The Performing Arts Program: Throughout the semester, students have been able to practice their skills of being both an audience member and a performer, presented through theme based learning and the Performing Arts areas of music, dance and drama. The themes were 'Me and my world', 'Space', 'Circus' and special cultural days. As an audience member, students were expected to sit and listen to music, watch the interactive screen and others performing. As a performer, students were encouraged to create, make and share music through singing, dance, instructional songs, instruments, puppets and costumes. The importance has been for students to transition to the Performing Arts Room, feel comfortable in a new environment, gain confidence, show enjoyment, share ideas, make music and perform.</p> |

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|---|
| End of Year Comment |
| <p>Overview for The Performing Arts Program: Throughout semester two, students have had the opportunity to participate in Performing Arts activities in class and online using SeeSaw and Webex. Students have been able to practice their skills through theme based learning and the Performing Arts areas of music, dance and drama. The themes were 'Olympics', 'Circus Days', 'National Ride like the Wind Day' and 'Father's Day'. The Primary Department music Webex sessions allowed students online, to keep in contact with their fellow students and to share their music choices. The music activities on SeeSaw gave students the tools to create and improvise music using technology. Both in class and on SeeSaw the main focus was present and perform by continually practicing and performing their Circus Days performance items.</p> |

██████████ (MOR - Kirsten MORAN)

Semester Report Results:

| Individual Learning Goal Progress | | Victorian Curriculum Achievement Standards |
|-----------------------------------|------------------|--|
| Self Awareness | Social Awareness | VCPSC |
| 2 | 3 | B |

| |
|---|
| Self Awareness - Entry Skill |
| ██████████ attends to the adults and students within the classroom. He shows emotions such as happy by smiling, and can copy facial expressions to model emotions such as happy, sad and angry. |

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|--|
| Self Awareness - Outcome Target |
| In a structured setting, with visual and verbal prompts, ██████████ will consistently identify 3 common emotions (happy, sad and angry) and the physical characteristics associated with each. |

Self Awareness - Mid Year Comment

██████ has made great progress towards this goal. He can now consistently identify happy, sad and angry. He can copy the facial features for each of these emotions and is beginning to display them more openly when he experiences these feelings within the classroom. ██████ is now working towards identifying the physical features of each of the three emotions. All students have been focusing on identifying how their engines are running and the different emotions they experience through regular Engine program sessions and addressing emotions as they arise throughout the day. Each week the class take part in two explicit Engine program sessions one of which is run by Emily, our school Occupational Therapist. During these sessions' students have been identifying the engine level of others and their own engine levels, they identify emotions based on facial expressions and match the emotion to the engine level that person might be feeling. The students also engage in different activities such as listening to music, relaxation and using different equipment to see how it effects their engine.

Self Awareness - Extension Goal

(Excluded)

Self Awareness - End of Year Comment

(Excluded)

Social Awareness - Entry Skill

██████ will look towards the adults in the room when he requires help. during meal times he will sit and wait for an adult to engage with him and offer help.

Social Awareness - Outcome Target

In a structured setting, with visual and prompts, ██████ will consistently ask for help (to open packets) during meal times.

Social Awareness - Mid Year Comment

██████ has made fantastic progress towards this goal. ██████ is now able to open his packets independently most of the times during meal times. He will let the adults in the room know that he has been successful by telling them, "I did it myself". ██████ is now working towards asking for help when he wants his apple cut into pieces.

Social Awareness - Extension Goal

(Excluded)

Social Awareness - End of Year Comment

(Excluded)

██████ (MOR - Kirsten MORAN)

Semester Report Results:

| Individual Learning Goal Progress | Victorian Curriculum Achievement Standards |
|-----------------------------------|--|
| Individual Learning Goal Progress | VCHPEH |
| 3 | C |

Entry Skill

██████ often wait to be asked if he needs some help before asking. In some situations he will look for an alternative to achieve the desired outcome (for example shaking his hands rather than asking for the paper towel).

Outcome Target

In familiar settings, with visual and verbal prompts, ██████ will consistently communicate his needs using a small selection of at least 4 images during mealtimes and while attending to personal hygiene.

Mid-Year Comment

██████ has achieved his Personal, Social and Community Health goal. As ██████ has become more verbal throughout the first ██████, he now requests help when visually and verbally prompted, during meal times and while attending to personal hygiene. ██████ will now follow prompts to ask an adult to open his food packets at meal times, more recently he has begun opening packets independently and letting an adult in the room know "I did it!". ██████ has also verbally requested help when washing his hands if he can not reach the soap bottle and will occasionally request that I hold the door to the toilet cubicle closed while he uses the toilet. I would now like to begin slowly removing the verbal prompts and set a new goal that better reflects ██████'s verbal skills.

Extension goal: In a structured setting, with visual prompts, ██████ will consistently initiate a verbal request for help during meal times and while attending to personal hygiene.

Extension Goal

In a structured setting, with visual prompts, ██████ will consistently initiate a verbal request for help during meal times and while attending to personal hygiene.

End Of Year Comment

(Excluded)

██████ (LON - Nick LONSDALE)

Semester Report Results:

| Level of Achievement | Victorian Curriculum Achievement Standards |
|----------------------|--|
| Level of Achievement | VCHPEPE |
| (Excluded) | C |

Learning Focus 2021

Movement and Physical Activity: Learning Through Movement: Follow simple movement instructions and safety rules when participating in structured physical activities

Mid Year Comment

██████ has gained confidence in what is his first semester of PE. He transitions well to the gym and follows routines such as lining up at the door and sitting on the floor to await instruction. He shows enthusiasm when using equipment and is always excited to show teachers his skills. With verbal prompting, he is progressing in his understanding of the safe and appropriate use of equipment.

Our focus during PE sessions has been to familiarise the students with the transition to the gym for PE and the routine during PE classes. Sessions begin with the teacher meeting the class in their classroom and a discussion around the learning intention for that lesson. Students will then commence lining up at the door to transition to the gym. Once in the gym, students are allocated to a staff member to go through Perceptual Motor Program (PMP) activities. The PMP program is a movement-based program which assists students improve their eye/hand and eye foot coordination, fitness, balance locomotion and eye-tracking skills. This program is based at school and uses a variety of different equipment and focuses on engaging the students in intensive activities. These activities range from, walking along a balance beam, jumping on a trampoline, climbing stairs, swinging, jumping through obstacles, eye tracking with balloon taps, throwing soft balls at targets, rolling on mats, and many more. These sessions are held either in the school gymnasium or the school activity room.

Staff emphasise the importance of following simple instructions and safety rules throughout the session. Students are encouraged to show independence when using equipment safely and appropriately, students are now being introduced to more structured activities. With verbal prompting, students are becoming more aware of rules, boundaries and the safety of others whilst participating in simple games or activities.

At the end of the lesson, students and staff discuss what they have done throughout the session and a 'Sports Person Of The Week' is handed to the student that demonstrated the school values within their PE session.

End of Year Comment

Students have continued to work on their ability to transition to the gym and various spaces throughout the school as a part of the PE program. Utilising the newly built Sensory Garden students have had the opportunity to participate in a variety of perceptual motor activities such as walking and navigating through a selection of surfaces and balancing on raised objects. The Activity Room provided an alternative space to explore their fine and gross motor skills such as picking up and throwing balls in the ball pit, climbing and jumping from the crash mat and engaging core muscle groups through the use of exercise balls. The gym provided a space to engage students in more structured activities such as obstacle courses, encouraging students to remain at a particular station for set time and to rotate on command. Stations included crawling through tunnels, rolling across foam mats and jumping over hurdles. Active movement sessions have also been a component that has been included in the PE program, encouraging students to dance and replicate sequences demonstrated on the projector.

During remote learning students have had the opportunity to participate in live PE sessions allowing students to connect with staff and their peers whilst participating in movement based activities. Online physiotherapy sessions used video modelling to help support students during each activity. Lastly SeeSaw activities introduced fitness scavenger hunts, basic workout routines, kids yoga and dance.

(MOR - Kirsten MORAN)

Semester Report Results:

| Level of Achievement | Victorian Curriculum Achievement Standards |
|----------------------|--|
| Level of Achievement | VCS |
| 2 | D |

Learning Focus 2021

Biological Sciences: Living things can be plants or animals.

Mid-Year Comment

In our Science program, we have been learning about living things. We took a particular focus on identifying living things and their features, before investigating the different conditions both plants and animals need to survive. The students got hands on observing each part of a plant as they planted their own succulent, investigated what it needed to survive and cared for it before making signs to share this information with their mothers, who received the plant as a Mother's Day gift. [REDACTED] has demonstrated a clear understanding of the terms living and non-living and can sort plants, animals and non-living things into groups with visual and verbal prompts. He is also able to identify the different parts of a plant and the what they need to survive.

End Of Year Comment

(Excluded)

(MOR - Kirsten MORAN)

Semester Report Results:

| Level of Achievement |
|----------------------|
| Level of Achievement |
| (Excluded) |

Mid-Year Comment

(Excluded)

End Of Year Comment

(Excluded)

(SAR - Joanne SARAFIS)

Semester Report Results:

| Level of Achievement | Victorian Curriculum Achievement Standards |
|----------------------|--|
| Level of Achievement | VCDS |
| (Excluded) | A |

Learning Focus 2021

Technologies and Society:

Experience how people create familiar designed solutions to meet their needs:

Students react to the use of tools and equipment and experience the sequenced steps involved in producing a simple recipe.

Mid-Year Comment

██████ has settled well into our Food Technology sessions this year. With verbal assistance, he has demonstrated that he can complete our hand washing routine at the beginning of the session. However, he does need to be reminded of our hygiene practices whilst we are completing our weekly practical tasks. ██████ is enthusiastic when watching our Wash our Hands song. With physical and verbal assistance, he completed set tasks such as spreading and grating. ██████ assisted in the class entry of decorated chocolate crackles which not only won first prize but also champion in its section at the OSS show. Keep working safely, ██████!

This year Food Technology commenced at the beginning of term two. Throughout the term, we have emphasised the importance of our hygiene and safety rules, such as washing hands and wearing an apron during our sessions. We have used visual and verbal prompts to assist students. Throughout the term students have made simple snacks including toast with a variety of spreads, pizza muffins and funny face rice cakes. In addition, students had the opportunity to participate in the cooking section in the inaugural OSS Show. Students either entered individually or as a group depending on the level of assistance that they required to complete the entry for the show categories. They have enjoyed songs that represent the many different ingredients we have used, including I love Bread, The Toast Song and I Love Pizza as well as our Wash Your Hands song to further reinforce the routines and hygiene expectations in the kitchen.

End Of year Comment

In 2021 our Primary Food Technology program has continued to focus on safety and hygiene in the kitchen. During remote learning this has been reinforced through the completion of a range of practical activities. This has been demonstrated to students using a range of different methods including songs in varying formats to further emphasize the importance of these practises. These demonstrations took place throughout the school year whilst attending on site sessions in the Food Technology kitchen as well as during remote learning using the digital platform of Seesaw. A number of themes were used throughout the year to provide a wide variety of recipes and preparation techniques. These themes included breakfast and lunchbox ideas, including dishes such as nachos, French toast, dips, and accompaniments, using lemons as a main ingredient and celebrating the end of term with ice-cream based dishes. Students have also been introduced to the Healthy Diet Pyramid. The pyramid helps students to identify different foods and what food groups they belong to according to the colour code of each food group. Students were also given the opportunity to participate and engage with some other activities, including colouring pages, simple word activities and additional videos clips that were related to the practical food themes. This was provided using Seesaw for both on site and remote learning. These activities enabled students to participate and complete at their own levels of expertise as well as prepare a range of food depending on family circumstances and availability of ingredients.