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more willing to listen to Technology

- Year -1 -

(MOR - Kirsten MORAN)

General Comments - Mid year has made a wonderful start to the school year. His excellent verbal skills and outgoing personality have made it easy for him to form connections with students and staff alike. has settled into his new classroom without any trouble, he has adapted to new routines quickly and loves to contribute to classroom discussions. He shows such pride in his work and is always eager to show off his work by hanging it on our work wall for all to see. I can't wait to see what he can achieve in Semester Two.

ENGLISH:

•Reading and Viewing

For [REDACTED] the focus of reading and viewing throughout Semester Two has continued to be answering wh- questions in relation to a story [REDACTED] has listened to. [REDACTED] has been provided with activities and experiences that aim to increase his ability to find the appropriate information from a story. [REDACTED] has also been extending his understanding of letters and sounds, including the introduction to the digraphs and graphemes ck, sh, ch and th through songs, chants, matching activities, multiple choice, digital games, and contextualized letter/sound hunts. [REDACTED] 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 and words that he is able to read independently. Another major focus this semester has been building confidence as a reader. [REDACTED] takes part in short guided reading sessions where he is supported to apply his reading skills through decoding and comprehension strategies. One strategy that [REDACTED] is working on is the ability to read the pictures and use the illustrations as clues to recall information from the text.

[REDACTED] is making good progress towards his goal. He is able to recall some information from a story he has listened to and can answer 'who' questions about the characters when prompted, "wait, think, I am asking who". [REDACTED] tends to answer before thinking about what information is relevant to the question being asked and is working hard and making great progress towards answering questions with the appropriate information.

•Writing

During Semester Two all students in [REDACTED] 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. Students then begin an activity specifically targeted towards their writing goal. For [REDACTED] this is working towards consistently isolating and identifying the sounds of CVC words. [REDACTED] has great letter sound knowledge and has worked hard to achieve this goal. With minimal prompting [REDACTED] is now able to sound out and spell many CVC words. [REDACTED] is now working on spelling and writing CCVC and CVCC words using the sounds created with ch, sh and ck, he is making great progress towards this too. [REDACTED] confidence in his writing ability has really grown over the course of the year and he is now applying his spelling skills to finish short sentences and phrases. During these sessions we are not only applying his spelling skills, but focusing on practising 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 practice 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 sign up 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 [REDACTED] 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. [REDACTED] is making good progress towards his speaking and listening goal. He is confident talking within a group setting and is able to initiate conversation with ease, he greets his peers and known adults without prompting. Once conversation is initiated [REDACTED] is able to engage in conversational turn taking and is working towards listening to the contributions of his conversational partners and altering his response accordingly.

MATHS:

•Number and Algebra

This semester in the area of Number and Algebra [REDACTED] has been continuing to focus on his personal goal to consistently use concrete materials to represent addition and subtraction up to 10. To assist him to achieve this goal [REDACTED] has taken part in a range of activities including; addition and subtraction songs, practical situations using direct match materials, number sentences using counters to represent objects, playdough squashing 10s frames, Seesaw activities and his personal favourite maths games such as add to ten memory, subtraction bingo and toy theatre accessed via the i-Pads.

[REDACTED] has worked very hard to achieve his Number and Algebra goal. With visual and verbal prompts, he has consistently demonstrated his ability to use objects to show addition and subtraction using the 'make all count all', 'count on' and 'count back' strategies. [REDACTED] has also extended his understanding of addition and subtraction to apply his skills to numbers up to 30. When supported by an adult, [REDACTED] can use other visual strategies such as drawing a picture, using a number line and using tens frames. [REDACTED] does need to be careful that he is using one to one correspondence when counting as he will often count faster than he moves or draws the objects, though when prompted to 'slow down and check his answer' [REDACTED] can count with accuracy.

The students of 101 have also consolidated their pattern making skills using colouring in and design activities as well as games and Seesaw 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 [REDACTED] 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. With visual and verbal prompts ██████ is able to directly compare items by length to describe one item as longer and the other as shorter, use a balance scale to determine which object is heavier or lighter and fill containers to investigate which one holds more or less.

•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 visual and verbal prompts ██████ is able to answer yes/no questions using information gathered from a data display, including our classroom calendar display, picture graphs and column graphs. ██████ is also able to generate yes/no questions and collect both peer and adult response when given step by step instruction. He can then use this information he has gathered to display in a picture or bar graph template.

PERSONAL AND SOCIAL LEARNING:

•Personal Social and Community Health

██████ has achieved his Personal, Social and Community Health goal this year. He is able to name major body parts independently and is able to tell you if each identified body part is private or not. He can verbally explain what it means when a body part is private, though includes his stomach as a private area of his body. We have supported this by explaining that it is his body and if he wants to keep his stomach, or any other parts of his body private then he can do so. In addition to this Moonis can classify images of people by gender and life stage using the words man, woman, boy, girl, and baby and classify known areas of the school that are considered public areas or private areas.

•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.

██████ is making great progress towards this goal. He has a clear understanding of the Engine program and is able to identify how a peer or characters engine might be running, though consistently reports that his engine is running 'just right' although his engine may be running too high or too low at the time. To assist ██████ with this the adults in the room will describe ██████ behaviour to him before suggesting where they believe his engine is running. Once ██████ is aware that his engine is running too high or too low he can suggest a strategy to help bring his engine back to just right.

•Social-Awareness

██████ has been focusing on his Social-Awareness goal to consistently alter the volume of his voice to match the context and setting when given visual and verbal prompts. ██████ has made good progress towards this goal and can name and describe the 5 voice levels using the voice level chart. He is able to copy the voice level of the staff when instructed to do so and is working towards altering the volume of his own voice throughout the day as he tends to speak loudly to his peers and the staff within the room.

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.

██████ was very enthusiastic during remote learning, he was able to attend the majority of our class WebEx sessions where he enjoyed the routine of completing the morning circle as a class. When engaging from home ██████ was able to complete a number of Seesaw activities with the support of his parents. In the later stages of remote learning ██████ began attending onsite on Mondays through to Thursdays and spent Fridays at home where he continued to have access to the Seesaw activities assigned to him. While at school ██████ was able to complete many of his Seesaw activities independently or with the support of the staff onsite. With support he adapted to each change and was 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 has used different painting techniques to decorate a "Super-hero" mask and a butterfly painting. ██████ 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. His bright personality lights up the art room. He is a delight to work with! 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)	D

Learning Focus 2021

Digital systems: Carry out some key functions on 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 enjoys being on screen and talking into the microphone. ██████ is beginning to locate the letters of his name on a keyboard and can type his first name when supported by an adult. During the latter part of Term 2, ██████ 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
2	3	2	D	F	F

Reading and Viewing - Entry Skill

██████ can accurately use pictures to sequence familiar stories after they have been read to him. When asked a question about the story, he will often tell you some details about the story that are unrelated to the question, or begin talking about an unrelated topic.

Reading and Viewing - Outcome Target

In a structured setting, with visual and verbal prompts ██████ will consistently answer "wh" questions about the text.

Reading and Viewing - Mid-Year Comment

██████ is making good progress towards his Reading goal. With a focus on comprehension, ██████ has been looking at the characters and setting, to answer who and where questions. When ██████ is unsure of an answer he has begun looking back to the book for clues, and will often provide accurate answers to these questions. ██████ is working towards answering questions about what happened and when it happened. 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 directly related to the modelled reading or includes independent reading time where he can read the words or the pictures to take meaning from the story. The students also complete an activity with one or two other classmates that are working towards similar goals. ██████ really enjoys talking to his peers and sharing his knowledge with the group, he is able to share information from a story or book and is prompted to listen to others as they do the same.

Reading and Viewing - Extension Goal

(excluded)

Reading and Viewing - End of year Comment

(excluded)

Writing - Entry Skill

██████ correctly forms individual letters of the alphabet. He writes his name and can name all 26 letters of the alphabet when given their most common sound.

Writing - Outcome Target

In a structured setting, with verbal and visual prompts, ██████ will consistently spell and write CVC words such as sat, top and red.

Writing - Mid Year Comment

██████ making good progress towards this goal. He consistently makes attempts at spelling and writing consonant-vowel-consonant (CVC) words and can identify the initial and final sounds, along with the letters that make them. ██████ can consistently identify the vowel sound made by the letter o when presented within a CVC word and is working towards distinguishing between the a and u, and e and i sounds, by stretching the words to isolate the middle sound. 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 appropriate letters and application tasks where students are asked to demonstrate the skills they have learnt. 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

██████ is very confident when speaking in a small group. He is happy to share his experiences and opinions with the class.

Speaking and Listening - Outcome Target

In a structured setting, with visual and verbal prompts, [REDACTED] will consistently engage in small group discussions where he will listen and respond to his peers.

Speaking and Listening - Mid Year Comment

[REDACTED] is making some progress towards this goal. He is highly verbal and enjoys sharing his ideas and understanding with his peers. He consistently initiates conversation and can respond to his peers. [REDACTED] is working towards listening to his peers and responding to their contribution to the discussion. To do this we are prompting [REDACTED] to wait until the other student is finished talking before responding and asking [REDACTED] to check that his response is related to what they have said. 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 practised asking 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 school and local community 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
3	3	3	F	F	F

Number and Algebra - Entry Skill

[REDACTED] can count to 20 and beyond with verbal prompting through teen numbers. He can identify the number that comes before or after a given number between one and ten and can identify the symbol for addition.

Number and Algebra - Outcome Target

In a structured setting, with visual and verbal prompts, [REDACTED] will consistently use concrete materials to solve simple addition and subtraction problems with collections up to 10 objects.

Number and Algebra- Mid Year Comment

Moons is making good progress towards his goal. He has developed an ability to use concrete materials to represent addition using the 'make all, count all' strategy and the 'count on' strategy. Moons needs to be careful when counting the objects as he can lose track of his counting when he moves the objects around. He is working towards completing subtraction as he begins to become familiar with the process. 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. Moons has been identifying the greater or smaller number and is able to use an alligator picture in place of $<$ and $>$ symbols to show which number is bigger. The students then take part in an activity targeted towards their learning goal, during this time Moons typically works in a small group to complete activities or games that require giving and taking objects. With prompting he uses his materials to show the process of adding or taking away, then records this by filling in the gaps of a number sentence and reading it out loud.

Number and Algebra - Extension Goal

(Excluded)

Number and Algebra - End of Year Comment

(Excluded)

Measurement and Geometry - Entry Skill

Moons can use the language of more or less to compare collections and big, bigger, biggest or small, smaller and smallest to describe objects.

Measurement and Geometry - Outcome Target

In a structured setting, with visual and verbal prompts, Moons will consistently compare objects by their length to identify which one is longer/shorter, and by their capacity to identify which one holds more/less.

Measurement and Geometry - Mid Year Comment

Moons is making good progress towards his goal. Moons is confident when comparing the length of two or more objects and has built consistency in his identification of longer/shorter items. He has extended his understanding of length to include height and can describe items using the comparative language taller/shorter to describe them. He can order up to six items by their height or length and identify items that are the tallest, shortest or longest. Moons is working towards comparing objects by their capacity and has been taking part in activities that require him to transfer items or liquids between containers to observe which holds more/less.

All students also take part in activities that focus on the measurement of time. Each morning we come together to complete our Morning Circle, we use songs to practice the name and order of the days of the week and months of the year, we count the date and name the season. During Morning Circle, we also look at the daily schedule which breaks the school day down into activities that structure the time we spend at school. Moons often refers back to the daily schedule to remove activities that are finished and see how many activities he has left to complete before the end of the day. The students also participate in weekly diary writing sessions where they use visuals to plan the special activities that they take part in over the course of the week. During these sessions we find today using the written month, day and date, then turn the page to plan the next week. Moons is very routine focused and is able to remember the day of each of our specialist activities and accurately paste them in independently.

Measurement and Geometry - Extension Goal

(Excluded)

Measurement and Geometry - End Of Year Comment

(Excluded)

Statistics and Probability - Entry Skill

Moons answers yes/ no questions to create and collect data with confidence, he can add to class data displays and follow instructions to sort items into two groups.

Statistics and Probability - Outcome Target

In a structured setting, with visual and verbal prompts, Moons will consistently answer yes/no questions that relate to a data display.

Statistics and Probability - Mid Year Comment

██████ is making good progress towards this goal. He has demonstrated his ability to gather information and answer yes and no questions in relation to our morning circle display. He can interpret the information displayed on our class schedule as well as first and then schedules. ██████ is now working towards extending this skill to answer yes and no questions about different data displays that we use have been working on such as picture graphs and simple bar graphs. 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.

Statistics and Probability - Extension Goal

(Excluded)

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.

Mid-Year Comment

██████ 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, ██████.

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.

End of Year Comment

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.

██████ (MOR - Kirsten MORAN)

Semester Report Results:

Individual Learning Goal Progress		Victorian Curriculum Achievement Standards
Self Awareness	Social Awareness	VCPSC
2	2	D

Self Awareness - Entry Skill
██████ uses the language of the Engine Program and enjoys checking in with his engine throughout the day. ██████ will often initiate these check ins for himself and ask his peers to check in using the visuals in the classroom. He consistently checks in as 'Just right' regardless of his level of regulation.
Self Awareness - Outcome Target
In a structured setting, with visual and verbal prompts, ██████ will consistently identify how he is feeling using the language of the engine program (my engine is running too slow/fast/ just right), and a strategy he can use to bring his engine back to just right.
Self Awareness - Mid Year Comment
██████ has made good progress towards this goal. He has consistently demonstrated a strong understanding of the Engine program and the language used to identify the different levels, when referring to other people or images. ██████ will often ask his peers how their engines are running and bring them the visual so they can point to the speedometer indicating how their engine is running. When asked to identify how his own engine is running ██████ always states that his engine is running "Just Right" whether this is accurate or not. ██████ is working towards identifying the signs that his engine is running too fast (difficulty sitting still, breathing very fast, heart beating fast in your chest). 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
██████ often uses a loud voice to communicate with others inside the classroom. He can use the the appropriate voice and identify the volume level on our classroom display during structured sessions when we practice different voice levels.
Social Awareness - Outcome Target
In a familiar setting, with visual and verbal prompts, ██████ will consistently alter the volume of his voice to match the context and setting.
Social Awareness - Mid Year Comment
██████ is making good progress towards this goal. He has demonstrated his ability to alter the volume of his voice within structured sessions. He can name the appropriate volume level for different situations based on the volume scale we use in the classroom. ██████ can sometimes alter the volume of his voice when given a visual and verbal prompt. ██████ will work towards consistency in this skill to achieve his goal.
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

██████ can identify major body parts such as arms, legs, stomach, head, and facial features. He understands the concept of personal space and has good motor control.

Outcome Target

In a structured setting, with visual and verbal prompts, ██████ will consistently name major parts of the body, identify areas of the body that are private and what it means when an area of the body is private.

Mid-Year Comment

██████ is making good progress towards his Personal, Social and Community Health goal. He can name and identify major parts of his own body and images that represent each major body part. ██████ is yet to identify parts of the body that are private, although he has shown an understanding that there are some parts of his own body that he should not show to other people. ██████ has taken part in discussions about who it is appropriate to show these body parts to, including discussions around his family and doctors.

Extension Goal

(Excluded)

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 shown great enthusiasm for PE this semester. 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 has shown particular interest in Sof-crosse and helping teachers with the organisation of equipment. With verbal prompting, is progressing with the 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 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	F

Learning Focus 2021

Biological Science: Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met

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 some understanding of the terms living and non-living and can sort plants, animals and non-living things into groups with support from an adult. 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:

