

EMERY, Luke - Year -1 - 101

PRIDEP_101 (MOR - Kirsten MORAN)

General Comments - Mid year

Luke has really become an integral member of our class over the course of Semester One. He has been able to dramatically increase the time spent within the classroom and with his classmates, this has allowed Luke to form some wonderful friendships with his peers. Luke is a fabulous helper and takes great pride knowing that he has helped someone, he will often offer to help adults or volunteer to demonstrate tasks for his peers. I can't wait to see what he can achieve in semester two.

General Comments- End Of Year

ENGLISH:

•Reading and Viewing

For [REDACTED] the focus of reading and viewing throughout Semester Two has continued to be the identification of the beginning sounds for the first four letters of Little Learners Love Literacy (m, s, f, a). [REDACTED] 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. [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. [REDACTED] 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. [REDACTED] 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.

[REDACTED] is making good progress towards this goal, when taking part in reading sessions [REDACTED] has shown on, some occasions, that he can recall the name and sound of not only the letters m, s, f, and a, but also a number of other letters. [REDACTED] is now working towards building consistency in this skill particularly remembering that to isolate the sound that the letter makes rather than attempting to think of a word that uses the letter. [REDACTED] has developed an ability to recall the names of many letters including; p, c, i, o, g, l, e, k, u, x, and w.

•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 writing his first name using correct letter formation. [REDACTED] has worked very hard and achieved this goal. With visual and verbal prompts he can accurately write his name with a capital [REDACTED] and the remaining letters in lowercase, he is now working towards gradually reducing the amount of prompting required. [REDACTED] takes a lot of pride in his ability to write, as such [REDACTED] 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 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 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 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] has continued to develop strong and respectful relationships with a range of adults at school. He consistently responds to the communication and instruction of preferred adults who he has these relationships with and is making fantastic progress towards his speaking and listening goal.

[REDACTED] is now working on responding to other familiar adults including regular Education Support Staff and all specialist teachers, particularly when he is in a heightened state of emotion.

MATHS:

•Number and Algebra

This semester in the area of Number and Algebra [REDACTED] has had a split focus due to splintered skills. [REDACTED] has been continuing to work on his personal goal of identifying numerals from one to ten and make collections to match and has also engaged in activities that aim to use these numbers in the context of addition and subtraction. To assist [REDACTED] to achieve this he has engaged in a wide variety of activities including; number counting songs, card games, collecting objects to match the displayed numeral, creating 0-10 number lines and [REDACTED]'s personal favourite, number lock hide and seek. These activities aim to help [REDACTED] create a strong mental association with the name, numeral and quantity of each number.

[REDACTED] has achieved his Number and Algebra goal and has been working on solving addition and more recently subtraction using a range of different strategies. [REDACTED] is showing improvement in his ability to solve subtraction problems using concrete objects for numbers from 0-10 and has shown that he can use mental strategies such as count on to solve addition up to 20. [REDACTED] can also demonstrate his understanding of addition using other strategies such as using objects, drawing a picture, and using a number line when prompted by a trusted adult.

The students of [REDACTED] 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 engaged 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.

[REDACTED] has achieved his Measurement and Geometry goal. He is now able to follow, create and adapt visual schedules to plan his day. [REDACTED] will often ask to move or remove visuals. He comments on which activities are coming up, which ones he is looking forward to and how many activities we have to complete before he can take part in his favourite activities. [REDACTED] has shown that he is also able to follow first and then schedules though he rarely needs to use them.

•Statistics and Probability

In the area of Statistics and Probability the students of [REDACTED] 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.

[REDACTED] has been able to successfully achieve his goal throughout Semester Two. He has demonstrated an ability to safely and respectfully ask questions to his peers and count the responses. In informal classroom votes [REDACTED] often takes the lead to count the choices made by his peers and is able to keep track of the votes collected by using his fingers to display the number as a reminder to himself. [REDACTED] has also been able to take the responses of larger surveys using tables and tally marks to collect and collate responses before transferring the data into a bar graph template.

PERSONAL AND SOCIAL LEARNING:

•Personal social and community health

[REDACTED] is making good progress towards his goal for Personal, Social and Community Health. He is consistently able to acknowledge to an adult by looking in their direction or verbally engaging with them when given a safety instruction such as 'stop' or 'wait', although he does not consistently follow the instruction. With the reduction in transitions around the school throughout the semester due to COVID restrictions, [REDACTED] has had reduced opportunity to demonstrate this skill, he is however showing improvement through his ability to listen and respond to a larger number of adults and an increase in the frequency at which he appropriately follows the instruction given.

•Self-awareness

The students in [REDACTED] 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.

[REDACTED] has achieved his Self-Awareness goal. With verbal prompts from a trusted and familiar adult [REDACTED] is consistently able to identify when he is making other people feel, scared, sad, happy or interested. He can be prompted to use visual clues in other peoples facial expression and body language (eg. frowning and moving away or smiling and looking at what is being shown) to identify their feeling then he is able to reflect on how his behavior might have caused the other person to feel this way. [REDACTED] has made amazing progress in this area and is encouraged to keep up the great work.

•Social-awareness

[REDACTED]s learning focus for the area of Social-Awareness has been to consistently follow the instruction of an adult to initiate play activities with a peer. I am very proud to say that [REDACTED] has achieved this goal. Throughout the semester [REDACTED] has been instructed to ask a friend to play in a range of play-based activities. Initially this was something that we made sure was a special activity for [REDACTED] and the other student involved to increase the chances that the student [REDACTED] asked to join him will be visually excited to do so. As [REDACTED] developed this skill we gradually extended this to a variety of other activities where the response from peers would be varied and [REDACTED] could be coached through these different scenarios.

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.

[REDACTED] engaged well in remote learning. He was able to attend almost all WebEx meeting on days where he worked from home and attended onsite for a large proportion of the time. When onsite [REDACTED] enjoyed completing his Seesaw activities with the support of the school staff. He adapted to changes in staffing and location as circumstances changed and was a fantastic helper when asked. During this time [REDACTED] was able to make some new friends and begin to make relationships with a range of different staff members.

[REDACTED] (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. ██████ 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. He is eager to have a go at trying out new techniques and demonstrates a genuine interest every time he is in the 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)	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 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 had turns at being on screen in recordings and controlling the recording equipment through the use of buttons and visuals. 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	C	D	C

Reading and Viewing - Entry Skill

██████ can repeat and produce the most common sound for all 26 letters of the alphabet. He can identify the letters in his name. When asked to recall the letter names ██████ responds with a mix of letters and number at random.

Reading and Viewing - Outcome Target

In a structured setting, with visual and verbal prompts, [REDACTED] will consistently identify the beginning sound for the first stage of Little Learners Love Literacy (m, s, f, a).

Reading and Viewing - Mid-Year Comment

[REDACTED] is making good progress towards his reading and viewing goal. He is beginning to distinguish between letters and can identify m, s and a with increasing accuracy. [REDACTED] can consistently identify words that begin with the letter, however he requires verbal prompts to identify the correct letter sound. He is able to copy the letter sounds when modelled by an adult and prompted to 'copy exactly'. 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 [REDACTED] this is often a find and say, or make and say activity with one-on-one 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. [REDACTED] particularly enjoys playing games such as bingo and swapping games where he feels like he can support his classmates.

Reading and Viewing - Extension Goal

(excluded)

Reading and Viewing - End of year Comment

(excluded)

Writing - Entry Skill

[REDACTED] writes his name in capital letters. He maintains the correct grip and can trace his name with visual and verbal prompts.

Writing - Outcome Target

In a structured setting with visual and verbal prompts [REDACTED] will consistently channel his name using the correct starting point and direction.

Writing - Mid Year Comment

[REDACTED] has achieved his goal. With visual and verbal prompts, he can consistently channel his name using the correct starting point and writing direction. [REDACTED] can independently write his name in capital letters using the correct letter order. In a structured setting, with visual and verbal prompts we would like to extend [REDACTED] to consistently write his name using correct letter formation and capitalisation. 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.

Extension Goal: In a structured setting, with verbal prompts [REDACTED] will consistently write his first name using correct letter formation and capitalization.

Writing - Extension Goal

In a structured setting, with verbal prompts [REDACTED] will consistently write his first name using correct letter formation and capitalization.

Writing - End of Year Comment

(excluded)

Speaking and Listening - Entry Skill

[REDACTED] listens to instructions given to him individually outside of the classroom. He will follow through with a task framed as a 'job' or 'mission' to help an adult.

Speaking and Listening - Outcome Target

In a structured setting with visual and verbal prompts, [REDACTED] will consistently listen and respond to the communication and instruction of familiar adults within the classroom.

Speaking and Listening - Mid Year Comment

██████ has made great progress towards his goal. He has become familiar with a range of adults working within the classroom and has been building trusting and respectful relationships with us over the course of Semester 1. ██████ is building consistency in responding to the communication of familiar adults by verbally responding to them directly or by following their instructions. Within the classroom ██████ tends to respond best to lowered volumes verbal communication paired with a visual prompt. ██████ has been able to demonstrate his ability to follow one or two step instructions independently. 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 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 gesture 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)

GEO_101 (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	VCMSP
3	3	3	D	C	C

Number and Algebra - Entry Skill

██████ can make quantities to match a given number from one to five with visual and verbal prompts. He can accurately count to 10 with one to one correspondence and recount collections when items have been added or taken away.

Number and Algebra - Outcome Target

In a structured setting, with visual and verbal prompts, ██████ will consistently identify numerals from one to ten and make collections to match.

Number and Algebra- Mid Year Comment

████ is making good progress towards his number and algebra goal. He can consistently make and count collections for numbers from one to ten when instructions are delivered verbally, and order numbers one to ten. █████ is working towards building consistency when identifying numerals that are displayed in isolation or in no particular order. 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. █████ particularly enjoys these as he gets to show off his physical abilities and move around the room while engaging in the lesson. The students then take part in an activity targeted towards their learning goal. During this time █████ typically works in a small group with an adult and takes part in a hide and seek or scavenger hunt type activity where he has to search for a given number of items that have been hidden. With prompting █████ has also participated in activities that involve using materials to join two groups together to demonstrate single digit addition up to 10.

Number and Algebra - Extension Goal

(Excluded)

Number and Algebra - End of Year Comment

(Excluded)

Measurement and Geometry - Entry Skill

████ can recognise the visuals for many common activities that occur regularly during the week. He understands the concept of first and then schedules and has used these to schedules to plan short periods of time.

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 has constructed a range of visual schedules including a whole day schedule that he requested and has co-constructed with support on a number of occasions. He has also co-constructed first and then schedules where he has been able to choose a preferred activity after a period of class work, for example: first table activity, then Just Right room. █████ is working towards consistency in completing the activities on the first and then schedule, he will sometimes become fixated on the preferred activity and finds it hard to focus on the activity that comes first. 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

████ can ask questions and relay yes/no answers to familiar adults. With visual and verbal prompts, █████ can then record the answers.

Statistics and Probability - Outcome Target

In a structured setting, with visual and verbal prompts, █████ will consistently collect peoples choices and follow instructions to create a data display.

Statistics and Probability - Mid Year Comment

████ is making good progress towards his statistics and probability goal. With partial physical assistance █████ can collect people's choices to a predetermined question such as "What is your favourite pet?". He can then follow instructions to create a range of data displays by sorting people's choices into groups, imputing pictures into a picture graph template or colouring boxes to display the data in a bar graph template. █████ is working towards building more independence while collecting people's choices and displaying in increasingly clear manner. All students have been focussing 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. 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 has participated in all the Performing Arts activities. ██████████ has used the microphone, sung along to songs, operated hand puppets, played instruments and followed simple dance moves. He has dressed up in full costume for theme days and in free time, has chosen the play corner and garage band room. As a class, they have practiced, performed and presented, '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
3	3	C

Self Awareness - Entry Skill
██████████ can recognise facial expressions and can match them to common feelings. He can identify strategies to help others feel better when they are upset.

Self Awareness - Outcome Target
In familiar settings, with visual and verbal prompts, ██████████ will consistently identify how his actions make others feel (e.g. getting too close into other people's personal spaces).

Self Awareness - Mid Year Comment

████ is making some progress towards this goal. He has engaged in 'in the moment' discussions when an adult has noticed behaviour that has the potential to change the way another student feels, and has worked with the adult and other student to identify their emotions and the cause (particularly when █████ enters the personal space of another). The staff within the room also model voicing their feelings when they arise and what is making them feel this way. █████ is working towards being able to identify how his actions affect others. 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

████ seeks friendships with his peers by attempting to initiate play. He engages in parallel play and can follow instructions to engage in turn taking activities.

Social Awareness - Outcome Target

In a structured setting, with visual and verbal prompts, █████ will consistently follow the instructions of an adult to initiate play activities with another student.

Social Awareness - Mid Year Comment

████ is making fantastic progress towards his social awareness goal. Over the course of the semester █████ has transitioned to spending the majority of his day inside the classroom with his peers. As he spends some time inside during recess and lunch times █████ has begun following the instructions of an adult to choose a peer to play outside with after students return to class. He has begun following instruction to ask a student if they would like to come outside and play with him, including what to do if the student he chooses says no. Once outside █████ can often play cooperatively with his friend and listen to the instructions of an adult if play becomes unsafe or it is time to return to the classroom.

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
2	B

Entry Skill

████ can identify some rules and expectations that are followed at school. He can name possible effects of unsafe behavior including the way it could make others feel.

Outcome Target

In a structured setting, with visual and verbal prompts, █████ will consistently respond to single word safety instructions such as 'stop' and 'wait'.

Mid-Year Comment

██████ is making good progress towards his goal for Personal, Social and Community Health. He is able to acknowledge to an adult by looking in their direction or verbally engaging with them when given a safety instruction such as 'stop' or 'wait', although he does not consistently follow the instruction. We are particularly working on this skill during transitions between room ██████ and specialist classrooms.

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 racquet sports and with verbal prompting, shown progress 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 confidently sort plants, animals and non-living things into groups. 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)

FTC_101 (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

At times, [REDACTED] required encouragement to follow our kitchen safety rules. However, during some Food Technology sessions, [REDACTED] demonstrated that he could complete our hygiene routine independently and completed set tasks such as spreading and grating with verbal assistance. Keep working positively next semester, [REDACTED]

This year Food Technology commenced at the beginning of term two. Throughout the term, we have emphasized 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.

General Comments- End Of Year
