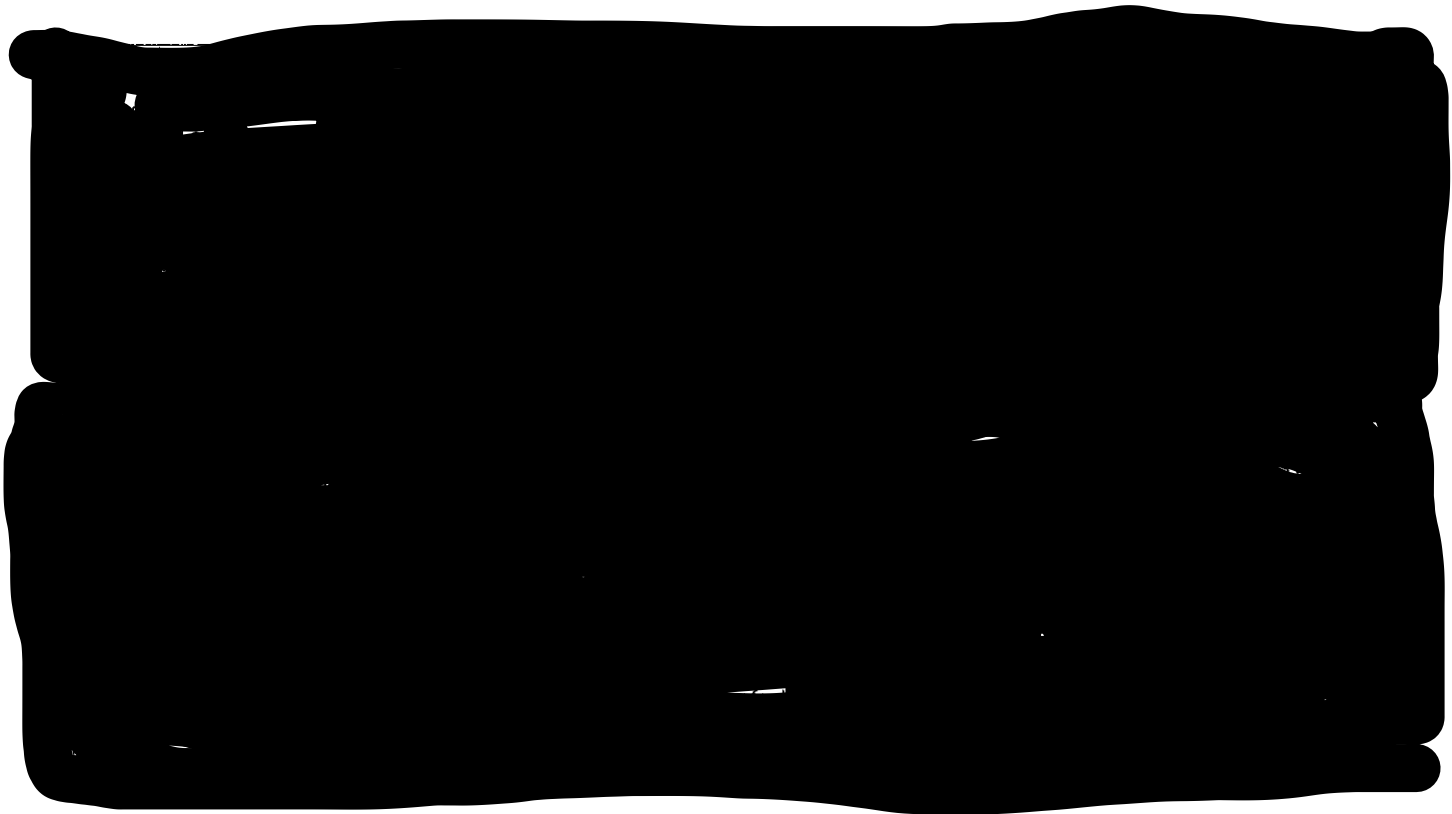




[REDACTED] - Year -1 - [REDACTED]

[REDACTED] (MOR - Kirsten MORAN)

General Comments - Mid year

[REDACTED] has made a great start to the school year. He is a cheerful and cheeky member of our classroom and his giggle and impressive dance moves have brightened the day of others many times. [REDACTED] works quickly and quietly on many short tasks throughout the day and really enjoys receiving one-on-one support and interaction. [REDACTED] has made great progress particularly in the area of communication as he has become more comfortable with us and the new classroom he is in this year. Fantastic work [REDACTED] I look forward to seeing what you 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 copying a modelled example and following instruction to create two and three word sentences using his LAMP device, particularly when communicating a need or desire. [REDACTED] has been provided with activities and experiences that aim to provide options and choices that [REDACTED] can ask for using his device followed by spoken word. [REDACTED] has also participated in a range of activities that consolidate his understanding of letters and the sounds that they make. He has also been exposed to both modelled and shared reading sessions where [REDACTED] experiences reading success through listening to another reader, he regularly accesses the classroom library where he chooses books of interest and reads the pictures on each page. [REDACTED] practises his comprehension skills by identifying story elements such as the characters and the setting and sequencing images from the story. [REDACTED] has now achieved his goal of creating two to three word sentences using his LAMP device and has extended on this skill by following instruction to create a four word sentence that includes an adjective (for example "I want blue playdough") or independently editing the final word in his sentences to change the meaning.

•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. [REDACTED] particularly enjoys these warm up activities and is able to complete many with a high level of independence. The students then begin an activity specifically targeted towards their writing goal. For [REDACTED] this is working towards consistently remaining on task to write his first name using correct letter formation. [REDACTED] has worked very hard to achieve 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 to remain at the table and use lowercase letters. [REDACTED] has good letter knowledge. 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 practice 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 [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 able to follow step by step instructions to make requests for items that he wants and is working towards extending this to preferred activities and replacing the instructions with visual and verbal prompts. [REDACTED] is also communicating more regularly using his voice. He is very independent and can at times be reluctant to follow adult instructions or modelling to use his LAMP device or verbal language to make a request.

MATHS:

•Number and Algebra

After achieving his Number and Algebra goal during Semester One, [REDACTED] has spent Semester Two focusing on his extension goal, to consistently use concrete materials to represent addition and subtraction up to 10, with the support of visual and verbal prompts. To assist him to achieve this goal [REDACTED] was provided with a range of activities including; addition and subtraction songs, practical situations using direct match materials, number sentences used with counters to represent objects, playdough squashing 10s frames and [REDACTED]'s personal favourite Seesaw activities and games accessed via the i-Pad.

[REDACTED] is making good progress towards his goal. [REDACTED] completes many of his activities with 1:1 support where he follows step by step instructions to carry out the process of addition or subtraction. [REDACTED] does find it difficult to complete activities with too many materials as it often requires a longer time spent at a table. To accommodate for this [REDACTED] completes most of these activities on the floor or standing at the bench in our classroom. [REDACTED] is showing improvement in his ability to solve addition and subtraction problems using concrete materials for numbers from 0-10. With verbal and visual prompting [REDACTED] can follow the steps to add more or take away a number of items and is working towards accuracy, by adding or subtracting only the amount asked of him.

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 made good progress towards his Measurement and Geometry goal. Each morning [REDACTED] comes into the classroom and checks the daily

schedule, and completes the first activity, unpacking his bag. [REDACTED] has shown that he understands three step schedules during Activity room and rotational tasks. He can create these three step schedules to decide the order he would like to complete activities and is working towards following the schedule to complete 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 achieve his goal during Semester Two. He made outstanding improvements in this area. [REDACTED] is now able to consistently join the class for the entire morning circle routine, with prompting he can use his device to create a familiar four word sentence to tell us what the day, date, month, year weather or season is. He is able to select the appropriate visual from the selection and add it to the classroom calendar display. [REDACTED] has recently begun adding a second element to the display and reading back the information gathered using spoken word. [REDACTED] can also create picture graphs and column graphs using data that is presented in both picture and tally form.

PERSONAL AND SOCIAL LEARNING:

•Personal Social and Community Health

[REDACTED] has made fantastic progress towards his Personal Social and Community Health goal. He is now completing the toileting routine independently and provided with only verbal prompts from outside his private cubicle. He is asked if he needs to go to the toilet at the beginning of the day and at each major transition. [REDACTED] does not turn down any opportunities to go to the toilet and on some occasions will request to go to the toilet by standing up and calling "toilet".

•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] is making good progress towards his goal. [REDACTED] is now using his voice to initiate interaction with an adult when he is faced with a highly motivating, yet challenging task. An example of this would be during recess and lunch times when [REDACTED] needs help to open a yoghurt pouch. Luka will approach an adult and call catch as he throws them his yoghurt pouch. We are now working with [REDACTED] to ask for help appropriately while encouraging him to continue to initiate the conversation by passing the yoghurt back to [REDACTED] and encouraging him to ask for "help please" before opening the pouch for him.

•Social-awareness

[REDACTED]'s focus for his Social-Awareness learning has been directly related to his goal. With visual and verbal prompts [REDACTED] will consistently respond to his name by turning towards the person talking to him. [REDACTED] has been supported in this by regularly addressing Luka by calling only his name and giving him time to respond before delivering the instruction. [REDACTED] has made good progress towards this goal and is now responding to his name by anticipating the instruction and altering his behaviour accordingly, though often doesn't wait for the instruction to confirm or correct these assumptions.

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] initially had difficulty accessing remote learning, however, he was able to attend a small number of WebEx meetings and must have worked hard at home to transition out of pullups. [REDACTED] began attending onsite in the later stages of remote learning where he was able to complete his Seesaw activities with the assistance of the school staff. [REDACTED] adapted very well to the changes in classroom and teachers over this time and was able to transition back to 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 most 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 playing with sensory materials. 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 assisted to log in and complete short tasks. ██████ enjoys having photographs and videos of himself taken to be posted on the Seesaw application, which can be seen by his family at home. With the use of ██████'s AAC device, ██████ has demonstrated that he is able to navigate the LAMP Words for Life application to find specific words that he wishes to communicate to others. ██████ 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 demonstrated some understanding of Seesaw and WebEx, through 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 find and use a range of single words using his LAMP Words for Life device. He gains the attention of others by walking to them and holding the device out towards them.

Reading and Viewing - Outcome Target

In a structured setting, with modeling verbal, visual prompts, █████ will consistently follow instructions to create two to three word phrases to communicate his needs or wants using his LAMP Words for Life device or spoken language.

Reading and Viewing - Mid-Year Comment

████ is making good progress towards his Reading and Viewing goal. He has demonstrated his ability to use specific phrases that he is highly motivated by. He can use his LAMP Words for Life device to create the phrase "I want Cheerios" and "I want milk" he will then copy these sentences verbally to the nearest adult. Luka is working towards building consistency using these phrases and building his ability to create a range of "I want" and "I need" phrases. 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 focused around preferred activities as we learn to create "I want" and "I need" statements, as an example █████ enjoys making playdough letters and is directed and prompted to ask for each letter template before he can use it. The students also play a phonics game with one or two classmates █████ prefers to play alongside his classmates rather than directly with them and games such as bingo allow him to apply his knowledge of the letter sounds while playing parallel to his classmates, █████ also works one-on-one with Carlea, our speech therapist, to build his ability to use the LAMP device to identify his feelings.

Reading and Viewing - Extension Goal

(excluded)

Reading and Viewing - End of year Comment

(excluded)

Writing - Entry Skill

With visual and verbal prompts █████ will remain on task to complete two pages of his name book during writing sessions. He maintains correct grip while writing.

Writing - Outcome Target

In a structured setting, with visual and verbal prompts █████ will consistently remain on task to write his name with correct formation and capitalization.

Writing - Mid Year Comment

████ is making good progress towards his goal. He has remained on task to trace his name a number of times and can form all letters of his name in capital letters independently. █████ will often independently complete the first two letters with correct formation and capitalisation before being redirected back to the task and given prompts to form the █████ and █████'s willingness to return to the task is increasing. 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 short 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

████ attempts to access preferred activities independently. He can repeat requests made by his peers and accept or refuse offers made to him by taking objects or pushing them away and saying no.

Speaking and Listening - Outcome Target

In a familiar setting, with visual and verbal prompts, [REDACTED] will consistently make request for a preferred activity using his LAMP Words for Life or spoken language.

Speaking and Listening - Mid Year Comment

[REDACTED] is making good progress towards this goal. He has demonstrated an ability to use his LAMP Words for Life device to request for items related to preferred activities through using his device to say "I want Cheerios," and "I want milk" when he would like to eat. He will often attempt to physically move an adult towards a door or cupboard that he can't access independently and use a single spoken word such as "open" to direct them to help him access preferred activities. [REDACTED] also demonstrated activity preference by refusing activities he does not want, by removing them from an individual schedule and using two words to verbally communicate this to the adult working with him, for example "No writing!" when removing the writing visual. 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 "Playdough please", 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	VCMSPP
3	2	3	C	C	B

Number and Algebra - Entry Skill

[REDACTED] can recognise numbers up to 20 and match numbers to 10 with collections of appropriate amounts. He can rote count to 20 and beyond using both his voice and LAMP Words for Life.

Number and Algebra - Outcome Target

In a structured setting, with visual and verbal prompts, [REDACTED] will use materials to complete single addition and subtraction tasks to find one more/one less.

Number and Algebra- Mid Year Comment

████ has achieved his number and algebra goal. He can consistently use materials such as teddy bears, counters and playdough to demonstrate addition and subtraction to find one more or one less. █████ has also extended on this skill and is able to use his counting skills as a mental strategy to find one more or one less. █████ is now working towards using concrete materials to represent addition and subtraction using the count on and count back strategies. 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 likes the big number song and will often sing along as we count to 100! We have made place value a priority and have practised identifying the larger number as a stepping stone to █████'s new goal. Students then take part in an activity targeted towards their learning goal, during this time █████ typically works independently in short blocks that are slowly increasing in length. He is rewarded for completing the tasks using a first and then schedule where he can choose a preferred activity. For example: First table activity, then slime.

Extension goal: In a structured setting, with visual and verbal prompts, █████ will consistently use concrete materials to represent addition and subtraction up to 10.

Number and Algebra - Extension Goal

In a structured setting, with visual and verbal prompts, █████ will consistently use concrete materials to represent addition and subtraction up to 10.

Number and Algebra - End of Year Comment

(Excluded)

Measurement and Geometry - Entry Skill

████ sits with the class as the class schedule is introduced at the beginning of each day. He can identify common events that occur throughout the day and independently follow an individual schedule to unpack and pack his bag.

Measurement and Geometry - Outcome Target

In structured settings, with visual and verbal prompts, █████ will 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 demonstrated his understanding of first and then schedules and will attend to them when they are presented to him. █████ understands the symbols used for all common classroom activities and can co-construct these schedules by choosing a preferred activity to be completed after a period of class work, for example: first table activity, then slime. █████ is developing his ability to complete the activities on the schedule in the order they are presented. He has demonstrated his understanding of the schedule, and alter it to show what he wants, by removing the item from the first section and verbalising that he does not want to complete it ("no table work") and move the preferred activity into its place. 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

With verbal prompts, █████ will attend to the data as it is being collected and displayed in our morning circle. He will sing along with routine songs and can make a choice when presented with visuals as support.

Statistics and Probability - Outcome Target

In a structured setting, with visual and verbal prompts, █████ will consistently choose pictures to add to class data displays.

Statistics and Probability - Mid Year Comment

██████ is making good progress towards this goal. He had demonstrated his ability to contribute to whole class data displays by choosing a portion of our Morning Circle display to add. ██████ is able to select the correct visual that corresponds to the information he is displaying and attach it to the display using Velcro whilst receiving visual and verbal prompts. ██████ is working towards building consistency in his participation in creating this data display each morning. 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 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, always chooses costumes. As a class, Room ██████ have performed 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	C

Self Awareness - Entry Skill

█████ begins each activity with individual one-step instructions, he engages in activities that he enjoys and will complete some familiar activities.

Self Awareness - Outcome Target

In a familiar setting, with visual and verbal prompts, █████ will consistently request for help to complete a task.

Self Awareness - Mid Year Comment

█████ is beginning to making some progress towards this goal. █████ will attempt to pull/push adults to assist him with physical tasks that he cannot complete independently using one-word instructions to tell them what he wants. As an example, █████ will pull an adult to a locked cupboard and say "open". When █████ is faced with a challenging task or problem with his table work █████ will disengage or remove himself from the task rather than asking for help. In this situation staff redirect █████ back to the activity and prompt █████ to request help using his LAMP Words for Life device. 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 takes 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

█████ can follow simple directions such as 'not available' or 'sit down'. He can look at you and attend to you when you are in his field of vision and looking at his face.

Social Awareness - Outcome Target

In a structured setting, with visual and verbal prompts, █████ will consistently respond to his name by turning towards the person talking to him.

Social Awareness - Mid Year Comment

█████ is making some progress towards this goal. He has begun to respond to the instruction of an adult when it is delivered immediately after his name. Although he does not turn towards them, it is clear that he is responding to them by the change in his actions as he begins to follow the instruction. █████ will continue to work towards turning towards an adult when his name is call and staff will continue to prompt him to do so.

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	D

Entry Skill

████ can accompany an adult to the toilet when instructed to. He can follow 1 step instructions to use his LAMP Words for Life device to request to go to the toilet.

Outcome Target

In a structured setting, with visual and verbal prompts, █████ will consistently request when he needs to go to the bathroom.

Mid-Year Comment

████ is making some progress towards his Personal, Social and Community Health goal. █████ recognises the toilet visual when it is presented to him and will sometimes collect it when prompted by an adult. On some occasions he will allow an adult to prompt him through creating the phrase 'toilet please' on his LAMP Words for Life device before being taken to the toilet. █████ is working towards consistency in these tasks which communicate to others that he would like to go to the toilet.

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)	B

Learning Focus 2021

Movement and Physical Activity: Learning Through Movement: Follow basic single word instructions when participating in structured physical activities

Mid Year Comment

It was great to see █████ be a part of the PE program for term 2. He has shown enthusiasm for PE as he experiments with various pieces of equipment. He participates alongside his peers and with verbal prompting, is progressing with his understanding of the safe 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 begin to embed turn taking skills and following single word instructions.

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 obstacle courses that required students to crawl 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 an understanding of the terms living and non-living and can sort plants, animals and non-living things into groups with support. He has also participated in discussions about 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
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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. With verbal assistance, he demonstrated that he could complete our hygiene routines at the beginning of our sessions and is enthusiastic when watching our Wash Our Hands song. With physical assistance [REDACTED] completed set tasks such as spreading. [REDACTED] 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 positively next semester, [REDACTED]

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.

