



# **BOSSLEY PARK PUBLIC SCHOOL**

## **Semester 1 Report 2008**

### **Stage 3 (Year 5 and 6)**

**Name:**

**Class: 5/6R**

#### **About this written report**

Our school reports on your child's progress with written reports twice a year and through interviews and meetings. Teachers are always available to discuss your child's progress throughout the year. Please contact the school to make an appointment.

In each stage, students work towards a range of key indicators. These indicators have been assessed in order to give a clear picture of individual student progress and achievement. Students are generally expected to work toward the achievement of the indicators over two years.

#### **Assessment of achievement**

##### **Outstanding achievement**

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

##### **High achievement**

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

##### **Sound achievement**

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

##### **Basic achievement**

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

##### **Limited achievement**

The student has an elementary knowledge and understanding in few areas of content and has achieved very limited competence in some processes and skills.

**ENGLISH**

<b>Reading Indicators</b>	<b>Limited</b>	<b>Basic</b>	<b>Sound</b>	<b>High</b>	<b>Outstanding</b>
Reads fluently with appropriate expression, pause and emphasis across texts	✓				
Applies literal, inferential and evaluative comprehension skills in a range of tasks and using a variety of texts					
Uses several strategies for finding information eg skimming for general ideas, scanning for specifics, index, glossary					
Interprets visual images eg maps, charts, diagrams, graph and tables,					
Identifies text structure and purpose					
Identifies grammatical features eg pronouns, prepositions, and conjunctions					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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<b>Talking and Listening Indicators</b>	<b>Limited</b>	<b>Basic</b>	<b>Sound</b>	<b>High</b>	<b>Outstanding</b>
Speaks with clarity using gesture, posture, facial expression, appropriate intonation and pace of speaking to engage an audience					
Prepares a spoken presentation using appropriate aides eg palm cards, overheads, power point presentations					
Uses many strategies to participate in group discussion eg. taking turns, asking questions to gain more information, adding to the group's idea					
Listens in group discussions and responds appropriately eg maintaining eye contact, responding to questions, offering suggestions					
Follows instructions and directions independently					
Expands on key points from a range of spoken texts such as television, videos, CDs					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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<b>Writing Indicators</b>	<b>Limited</b>	<b>Basic</b>	<b>Sound</b>	<b>High</b>	<b>Outstanding</b>
Uses correct punctuation ( eg commas, full stops apostrophes, capital letters, speech marks, exclamation and question marks) when writing					
Uses knowledge of sentence structure, grammar and punctuation to complete and edit own writing					
Drafts, edits and writes appropriate to the chosen text type					
Publishes written work using a range of formats including computer programs					
Spells most common words accurately and uses a range of strategies to help spell unknown words					
Handwriting demonstrates correct letter shape, joins and fluency					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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## MATHEMATICS

<b>Number, patterns and algebra indicators</b>	Limited	Basic	Sound	High	Outstanding
Orders, reads and writes numbers of any size					
Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size					
Selects and applies appropriate strategies for multiplication					
Compares, orders and calculates with decimals, simple fractions and simple percentages					
Constructs, verifies and completes number sentences involving the four operations with a variety of numbers					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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<b>Measurement and data indicators</b>	Limited	Basic	Sound	High	Outstanding
Selects and uses the appropriate unit and device to measure length, distance and perimeter					
Uses twenty four hour time and am and pm notation in everyday situations and in timelines					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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<b>Space and geometry indicators</b>	Limited	Basic	Sound	High	Outstanding
Manipulates, classifies and draws two dimensional shapes and describes sides and angle properties					
Displays and interprets data in graphs with scales of many to one correspondence					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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<b>Working mathematically indicators</b>	Limited	Basic	Sound	High	Outstanding
Demonstrates appropriate questioning, communication and reasoning skills when working out mathematical concepts and applying strategies					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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## SCIENCE and TECHNOLOGY

Indicators and Processes	Limited	Basic	Sound	High	Outstanding
Describes and uses the process of investigation to independently explore concepts and phenomena					
Demonstrates understanding and use of concepts through investigation, explanation, evaluation, and description					
Selects and uses appropriate technology to complete a task					
Confidently and competently uses a range of technology					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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## HUMAN SOCIETY and its ENVIRONMENT

Indicators and Outcomes	Limited	Basic	Sound	High	Outstanding
Demonstrates a knowledge of Australia and our history					
Analyses, organizes and records information through a variety of methods					
Displays an understanding of Australian parliamentary systems					
Explains how people interact with their environments					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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## CREATIVE ARTS

Indicators	Limited	Basic	Sound	High	Outstanding
Uses different elements in artworks to explore and interpret subject matter of personal and social interest					
Improvises, experiments, selects and combines sounds using musical concepts					
Devises, acts and rehearses drama for performances using gesture, movement and voice skills					
Interprets and performs movement sequences to express ideas					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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## PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Indicators	Limited	Basic	Sound	High	Outstanding
Developing more advanced skills for establishing and maintaining positive and caring relationships					
Identifies healthy lifestyle choices and can identify the positive and negative effect on the body of a variety of food and substances					
Demonstrates increasing confidence and precision in a variety of games, sports and gymnastics					

<b>Effort</b>	<b>Low</b>	<b>Satisfactory</b>	<b>High</b>	<b>Outstanding</b>
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**OTHER SCHOOL ACTIVITIES**

Area	Involved	Area	Involved
3-6 Skippervators		Zone representative -	
PSSA -		Cross Country	
Library monitor		Swimming	
Talented art group		PSSA -	
Regional representative -		PSSA -	
Performing arts festival		Publishing team	

**PERSONAL DEVELOPMENT AND WORK HABITS**

	Rarely	Sometimes	Usually	Consistently
Follows school rules				
Follows class rules				
Displays self control				
Respects the rights of others				
Takes responsibility for self and belongings				
Cooperates in a group				
Works independently				
Takes pride in work				
Makes good use of work time				
Completes set homework				

**Absences for Semester 1**

**General comment**

Signed :.....

Signed : .....

**Class Teacher**

**Principal**