This report shows the pastoral care of the school, for the welfare of the student and the relationship with peers and teachers. It is less able to wisely and helpfully comment on the most important relationship of all, with God our Father and Jesus Christ. This relationship, which is of eternal significance, is explored and studied throughout the curriculum and is a matter for personal consideration by the student.

The report provides grades and comments, which give a picture of the student at a point in time. It is not able to completely indicate the important learning processes, which have produced the results. These processes are communicated to parents in other ways, through homework, student’s work brought home and by discussion with the teacher.

<table>
<thead>
<tr>
<th>Performance Key:</th>
<th>Application Key:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 Excellent, consistently commendable.</td>
</tr>
<tr>
<td>B</td>
<td>2 Good; works well most of the time.</td>
</tr>
<tr>
<td>C</td>
<td>3 Basic requirements done.</td>
</tr>
<tr>
<td>D</td>
<td>4 Much improvement needed.</td>
</tr>
<tr>
<td>E</td>
<td>5 Little evidence of participation.</td>
</tr>
</tbody>
</table>

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. 

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.

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.

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

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
### Biblical Studies - Genesis 12-50. The teachings of Jesus.

Application: 2

### HSIE - Thank God for our wonderful country Australia. Aboriginal People. God meets our needs.

Identifies ways in which their own needs and the needs of others are met

Application: 1  Overall Performance: A

### Science and Technology - Weather in my world. These are a few of my favourite things.

Uses their senses to observe how seasonal changes affect them

Recognises how familiar objects, places and spaces are made to suit their purpose

Application: 1  Overall Performance: A

### English

**Writing and Representing**
- Uses punctuation. eg. full stops and capitals when composing texts
- Composes, using digital technologies to produce simple texts
- Uses correct pencil grip, good posture and produces consistent size and shape for most letters
- Use and write beginning, end, simple sound blends and sight words to represent words
- Composes texts about familiar topics using pictures and graphics to create meaning

Application: 2

**Reading and Viewing**
- Reads predictable texts, using concepts about print, emerging contextual and phonic knowledge
- Reads aloud with increasingly appropriate pitch and fluency
- Uses knowledge of letters and beginning, middle and end sounds to decode words
- Creates visuals that reflect character, setting and events
- Orally blend 3 sounds to make a word
- Locates words and pictures that tell who, what, when or where in texts to build understanding
- Identifies some features of texts including events and characters
- Sequences a story focusing on the beginning, middle and end
- Recognises high frequency words

Application: 2

**Speaking and Listening**
- Recounts events and experiences in logical sequences
- Contributes to structured group or pair activities involving discussion about familiar texts or topics
- Makes brief oral presentations to the class
- Recognises and interprets simple instructions from teachers and peers

Application: 2

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Billy has made very pleasing progress in Reading and Viewing. He is able to read confidently and fluently when he is familiar with the text. Billy is developing effective word attack skills to decode unknown words. He is beginning to read with expression and intonation in his voice. Billy is able to use the information from a text to benefit his written work. His book work portrays a sound understanding of the text read. Billy is able to work quietly at his desk and completes all set tasks. He can demonstrate that authors compose imaginative texts for a range of audiences and purposes. eg. a narrative, a mime or a letter. Billy is able to compare and connect his own experiences to those depicted in the text.
**Mathematics**

Through engaging in Mathematics in Early Stage 1, students ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas. Students use everyday language, concrete materials and informal recordings, in order to demonstrate understanding and link mathematical ideas.

### Number and Algebra
- Recognises and describes halves as two equal parts
- Counts to 30, orders, reads and represents numbers in the range 0-20
- Uses concrete materials to model and solve simple addition and subtraction problems
- Counts, matches and groups collections of objects to solve simple problems

### Measurement and Geometry
- Describes and compares area using everyday language. eg. bigger than, smaller than, the same as
- Describes and compares volume and capacity using everyday language. eg. takes up more/less space
- Manipulates and describes two dimensional shapes. eg. circle, triangles, squares and rectangles
- Manipulates and describes three dimensional objects

### Statistics and Probability
- Represents and interprets data displays made from objects and pictures

Billy has made pleasing progress in Mathematics. He is an enthusiastic participant during mathematical activities. Billy is learning to always form his numerals correctly. He is also learning to show addition using drawings, objects and numerals. Billy is able to interpret the information on simple graphs. He is able to group and share objects equally. Billy is learning to explain mathematical situations using everyday language, words and pictures. He is able to use mathematical reasoning when solving simple problems. Billy is being encouraged to describe his thinking mathematically. He has shown a high level of competence on the computer and confidently accesses the software programs taught during Mathematics lessons.

**Creative Arts**

- Responds to the beat and experiments with percussion instruments
- Makes pictures and other artworks using different materials
- Listens and responds to stories through mime

**PDHPE**

- Participates in a range of simple games using a variety of basic skills. eg, balancing, jumping, running and catching
General Participation and Behaviour Observation

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows initiative in work and takes pride in the finished product</td>
<td>2</td>
</tr>
<tr>
<td>Works independently when required, concentrating in order to complete tasks</td>
<td>2</td>
</tr>
<tr>
<td>Seeks help when needed, in order to complete tasks</td>
<td>2</td>
</tr>
<tr>
<td>Cooperates with others in a group</td>
<td>2</td>
</tr>
<tr>
<td>Interacts with others in a respectful and appropriate manner</td>
<td>3</td>
</tr>
<tr>
<td>Observes class and school rules</td>
<td>3</td>
</tr>
<tr>
<td>Responds positively to discipline and authority</td>
<td>2</td>
</tr>
<tr>
<td>Displays self control</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates responsibility and reliability</td>
<td>3</td>
</tr>
<tr>
<td>Completes homework regularly and to the appropriate standard</td>
<td>2</td>
</tr>
</tbody>
</table>

1 - Excellent  2 - Usually  3 – Basic requirements  4 – Improvement needed

General Comment:  
 Billy participates enthusiastically in the Science Inquiry Group activities and contributes many ideas in class discussions. He is a logical thinker who is able to link new ideas with his existing knowledge. Billy is able to use this knowledge to make well reasoned predictions. Mrs Specialist Teacher

Billy has made very pleasing progress in all areas of his school work. He enjoys taking an active interest in class tasks. Billy continues to be encouraged to always keep his written work neat and tidy. He is developing uniformity of size and consistency of shape in Handwriting. Billy has made an excellent start to Spelling. He demonstrates a high level of accuracy in his weekly spelling tests. Billy is learning to write interesting sentences for his spelling words. In Writing and Representing, he is able to organise his thoughts and ideas in a logical order. He is able to transfer his spelling knowledge into his writing. Billy is learning to use correct conventional language patterns such as full stops and capital letters appropriately. He is being encouraged to use adjectives to enhance his writing. Billy has confidently participated in gymnastics and enjoyed practising the skills taught. He accurately recalls bible stories and verses learnt in class. Billy is eager to learn and is always happy and cheerful in the class. He is confident in the classroom. Billy has enjoyed taking a lead role in the graduation assembly item. It has been a pleasure to teach Billy this year. Congratulations on your completion of Kindergarten and your progression next year to Year One.

Class Teacher: _______________________________  Principal: ___________________________

Days Absent: 0

Billy Bunter - December 2015

Liverpool/Campbelltown Christian School Ltd. A.B.N. 63 001 965 902