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.

### Performance Key:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>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.</td>
</tr>
<tr>
<td>E</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Application Key:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent, consistently commendable.</td>
</tr>
<tr>
<td>2</td>
<td>Good; works well most of the time.</td>
</tr>
<tr>
<td>3</td>
<td>Basic requirements done.</td>
</tr>
<tr>
<td>4</td>
<td>Much improvement needed.</td>
</tr>
<tr>
<td>5</td>
<td>Little evidence of participation.</td>
</tr>
</tbody>
</table>
**Biblical Studies - The Acts of the Apostles - The Good News of Jesus is Spread.**

**English**

**Speaking and Listening**
- Rehearses and delivers short presentations about familiar and new topics B
- Listens to and carries out complex instructions involving more than one step B
- Uses role play and drama to represent familiar characters in texts D
- Engages in conversations and discussions using active listening behaviours B

**Reading and Viewing**
- Reads increasingly complex texts with fluency and expression, responding to punctuation C
- Uses comprehension strategies to build literal and inferred meaning C
- Draws on an increasing range of skills and strategies to read less familiar texts C
- Identifies visual representations of characters, actions and thought processes in narratives C

**Writing and Representing**
- Chooses verbs, nouns and adjectives to express specific ideas and details C
- Begins to organise ideas into paragraphs when composing texts D
- Writes legibly and with growing fluency using unjoined upper case and lower case letters C
- Creates short texts using growing knowledge of text structures and language features C
- Rereads and edits writing for spelling and punctuation C
- Creates events and characters using different media C

**Application: 1**

Bobby has grown in confidence when using new vocabulary and constructing sentences in English. He is spelling most common words correctly and his sentences are correctly punctuated. Bobby writes narratives and descriptions that make sense, however, he is being encouraged to write in more detail and use paragraphs. He has become eager to read texts that are more challenging and it has been pleasing to see his fluency and expression improve. Bobby understands the main idea of what he reads and is also being encouraged to examine texts for inferential information. He presented a very polished speech that was informative and interesting. Bobby listens well to class instructions and has started to become more involved in class discussions. His ability to use role play is developing. This half year, Bobby has looked at imaginative texts such as The Long Sticky Walk and Charlotte's Web and discussed the representation of characters, setting and dialogue in film and text.

**HSIE - The Way We Were; Growing Awareness of Our Cultures**

- Identifies and compares the lives of people in the past to the present
- Compares and contrasts our life with that of a child living in Lesotho or Laos
- Identifies customs, practices, symbols and languages of their family and other families
- Communicates the importance of past and present people in their lives

**Application: 2**

**Overall Performance: C**

**Science and Technology - Push and Pull; All Mixed Up**

- Describes effects of pushes and pulls on objects they encounter
- Uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants
- Identifies ways that everyday materials can be physically changed and combined for a particular purpose
- Discusses the strengths and limitations of a specific product, considering the materials from which it is made

**Application: 1**

**Overall Performance: C**
**Mathematics**

Through engaging in Mathematics in Stage 1, students ask questions and use known facts, objects, diagrams and technology, in order to explore mathematical problems and develop mathematical fluency. Students link mathematical ideas and use appropriate language and diagrams which explain strategies used.

**Number and Algebra**
- Applies place value informally to count, order, read and represent two and three digit numbers C
- Solves simple addition and subtraction problems using a range of efficient mental and written strategies C
- Uses a range of mental strategies and concrete materials for multiplication and division C
- Represents and models halves, quarters and eighths D

**Measurement and Geometry**
- Measures, records, compares and estimates volumes and capacities using uniform informal units C
- Compares and orders several shapes based on area using appropriate uniform informal units D
- Describes the features of three-dimensional objects, including cones, cubes, cylinders, spheres, and prisms C
- Measures, records, compares and estimates the masses of objects using uniform informal units C

**Statistics and Probability**
- Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results C

**Application: 1**

Bobby has continued to work diligently in Mathematics. He chooses and applies algorithms as a strategy to help him add and subtract two digit numbers and he is being encouraged to check his work for miscalculations. Bobby has a satisfactory understanding of division and multiplication and is learning to apply multiplication facts to help him work out problems with greater accuracy. He can round to ten and create bundles of ten to help him count larger numbers. While Bobby can identify half and a quarter of a whole, he is learning to find half and a quarter of a collection. He can create graphs from collected data and is also learning to answer questions about graphs more carefully. Bobby can name the properties and features of most three dimensional objects. He can use informal units to measure the capacity and mass of containers and objects. Bobby is beginning to count informal units to work out the area of shapes.

**Creative Arts**

**Music**
- Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts D

**Visual Arts**
- Uses different forms to make artworks according to varying requirements C

**Drama**
- Conveys meaning through the varying forms of Drama D

**Application: 2**

**PDHPE**

**PDH**
- Recognises that their wellbeing depends on the environment and the behaviour of themselves and others C

**PE and Sport**
- Fundamental Movement Skills - leap C
- Fundamental Movement Skills - kick C
- Fundamental Movement Skills - two handed strike C
- Fundamental Movement Skills - dodge C

**Application: 1**
General Participation and Behaviour Observation

<table>
<thead>
<tr>
<th>Statement</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>1</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>2</td>
</tr>
<tr>
<td>Observes class and school rules</td>
<td>1</td>
</tr>
<tr>
<td>Responds positively to discipline and authority</td>
<td>1</td>
</tr>
<tr>
<td>Displays self control</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates responsibility and reliability</td>
<td>1</td>
</tr>
<tr>
<td>Completes homework regularly and to the appropriate standard</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>Usually</td>
</tr>
<tr>
<td>3</td>
<td>Basic requirements</td>
</tr>
<tr>
<td>4</td>
<td>Improvement needed</td>
</tr>
</tbody>
</table>

General Comment:

Bobby has continued to grow in confidence and is a hard working student. He listens to instructions and works well independently. Bobby continues to be in the fine motor withdrawal group and he works carefully to present neat book work. It has been pleasing to see him make closer friendship as the year has progressed. Bobby is a quiet student and he is learning to express his ideas in group work situations. He thoroughly enjoys Science and Technology, participating in practical experiments. Bobby was able to create a detailed design for a toy whilst investigating push and pull forces and demonstrated a sound understanding of concepts as he observed various mixtures. He can articulate the key differences between his life and a child living in a developing country. Bobby recalls factual evidence of how life has changed since the 1800s. He appreciated being able to use the technology of the past at the Wollondilly Heritage Museum and actively participated in the Year Two Cultural Awareness Day. Bobby uses colour and design in Visual Arts and is learning to do this in greater detail in his artworks. He found it challenging negotiating roles to play in his group's shadow puppet play and demonstrated a basic understanding of puppetry. In Health and Bounce Back lessons, Bobby understands how bullying affects others and how he can help others who are being bullied. He is a keen sportsman and is eager to participate in Physical Education and Sport lessons. Bobby enthusiastically took part in the Year Two Swimming Scheme. In Music, he can now play several pieces on the recorder. Stefan's playing technique and intonation is developing. He is a responsible student who follows the school rules. It has been a pleasure teaching Bobby, Miss R. Teacher

Class Teacher: _______________________________  Principal: _______________________________

Days Absent: 2