Primary Report
Semester 2 - December 2015

Betty Bunter
6D – Mrs E Facilitator

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:

A
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.

B
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.

C
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.

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

E
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.

Application Key:

1 Excellent, consistently commendable.
2 Good; works well most of the time.
3 Basic requirements done.
4 Much improvement needed.
5 Little evidence of participation.
**Biblical Studies** - Esther, Nehemiah, Ezra, Letters of John

| Demonstrates an understanding of main topics | C |
| Participates in class discussions and activities | C |

**Application: 1**

**English**

**Speaking and Listening**
- Identifies and summarises key ideas and information: C
- Uses interaction skills according to group size and formality of interaction: A

**Reading and Viewing**
- Summarises a text and evaluates the intended message or theme: D
- Analyses information from a variety of textual sources: C
- Uses comprehension strategies to understand and interpret a variety of textual sources including books, comic strips, digital images and written texts: C

**Writing and Representing**
- Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts: C
- Uses knowledge of sentence structure, grammar, punctuation and vocabulary to compose clear and cohesive texts: C
- Composes informative texts that show evidence of developed ideas: B

**Application: 1**

**Reading Grade Equivalent: 7.0**

Betty's application during English lessons has been excellent. During Term Two, Year 6 explored animation with a particular focus on stop motion. Betty was required to work with a small group planning, story boarding, script writing, directing and filming and editing a short film. She participated well with her group, creating a stop motion short film called "Three Little Pigs". Betty was able to reflect upon the processes involved and express her thoughts clearly. During Terms 3 and 4, Betty has been learning to deconstruct and analyse poetry, looking closely at themes and characters. She has also had the opportunity to consider the theme of belonging to a family, a community and a nation through studying texts such as My Place, Rabbit Proof Fence, The Rabbits and The Lost Thing. Betty was able to respond to the text "My Place" by creating her own "My Place" page based on the book. Betty has been making good progress in reading. Her ability to locate answers and interpret texts is pleasing. Her oral reading continues to be fluent and expressive and she no longer tracks with her finger as she reads.

When writing, Betty develops her ideas and is now making her plots and characters more complex. Throughout the year concepts of grammar and punctuation have been reviewed and practised in depth. Betty is able to transfer these concepts into her written work. Betty is encouraged to read widely for enjoyment, knowledge and enrichment.

**Spelling**

**Spelling Level**
- G (Grade Equivalent 7)

**Application: 1**

**Class Average: 94%**

**Overall Mark: 86%**

**HSIE - True Blue, Australian Icons**

| Identifies significant persons who have made major contributions to the development of Australian identity and heritage | C |
| Identifies significant events which have impacted on Australian culture | C |
| Understands the importance of a variety of Australian heritage sites and icons | C |

**Application: 1**

**Science and Technology** - Chemical Reactions, Earthquakes

| Identifies the observable properties of solids, liquids and gases, and whether changes made to materials are reversible | A |
| Explores and utilises applications for a range of purposes | B |
| Uses technology effectively for research and learning activities | C |
| Investigates by posing questions, making predictions and gathering data to draw evidence based conclusions | C |
| Applies knowledge gained from research and investigation to a design task | B |

**Application: 1**
Through engaging in Mathematics in the Primary years, students ask questions and use efficient mental and written strategies with increasing fluency, in order to solve problems and undertake investigations. Students use technology to investigate mathematical concepts and check their solutions. They begin to demonstrate fluency with mathematical techniques by selecting appropriate technological applications and problem solving strategies. Students use mathematical terminology and conventions appropriate to their stage, in order to describe and link mathematical ideas and make connections with existing knowledge and understanding. Students check their statements for accuracy and develop the ability to give valid reasons for their solutions.

### Number and Algebra
- Compares, orders and calculates with decimals, simple fractions and simple percentages (B)
- Selects and applies appropriate strategies for multiplication (A)
- Selects and applies appropriate strategies for division (A)
- Orders, reads and writes numbers, including negative numbers (B)
- ALC Outcome - Uses increasingly complex fractions to solve problems and number sentences (C)
- ALC Outcome - Uses knowledge of Mathematics to simplify equations and find variables (C)

### Measurement and Geometry
- Manipulates, classifies and draws two dimensional shapes and describes side and angle properties (B)
- Constructs and classifies simple prisms and pyramids (B)
- Uses twenty-four hour time and am and pm notation in real-life situations and constructs timelines (C)
- Calculates the volume of rectangular prisms and converts between units of volume measurement (A)
- Answers questions requiring an understanding of number planes with quadrants (C)
- ALC Outcome - Recognises and solves problems involving ratios (B)
- ALC Outcome - Calculates the volumes of complex prisms, including triangular prisms, cylinders and combinations (B)

### Statistics and Probability
- Displays and interprets data in graphs and charts (A)
- ALC Outcome - Completes operations involving the mean, median, mode and range (B)
- ALC Outcome - Completes weekly Enrich-e-matics exercises (D)

### Application: 2
Betty has demonstrated a positive attitude in Mathematics throughout the year. She is developing her understanding when attempting open ended mathematical tasks. Betty has begun to apply problem solving skills and mathematical techniques, communication and reasoning to her work. She solves algebraic equations to find the value of an unknown variable. Betty identifies and records the coordinates of given points in all four quadrants of the number plane. She calculates the volume of simple prisms and more complex shapes. Betty interprets graphs and determines possible motives for bias in the way that data is presented. She is encouraged to demonstrate greater care when interpreting timetables, ensuring that she reads the information carefully. Betty was an enthusiastic participant in the Maths Olympiad and developed her reasoning abilities.

### Creative Arts

#### Visual Arts
- Uses different artistic concepts (eg colour, tone, light, scale, perspective, abstract) in creating own artworks (B)
- Discusses a range of artworks and their subject matter when creating own artworks (C)

#### Music
- Sings, plays and moves to a range of music, individually and in groups, demonstrating knowledge of musical concepts (C)

#### Drama
- Evaluates drama performances in order to reflect upon and enhance their own drama work and the work of others (C)
- Devises drama in collaboration with others using scripted and unscripted material as resources for drama performances (C)

### Application: 1
PDHPE

PDH
Understands the physical, emotional and social changes that occur as they move towards maturity C
Can identify and label the human sexual reproductive organs C

PE
Fundamental movement skills - leap B
Fundamental movement skills - kick B
Fundamental movement skills - two hand strike C
Fundamental movement skills - dodge C

Sport
Applies required movement skills in games and sport B

Dance
Performs a range of dance styles and sequences confidently B
Models behaviour that reflects the sensitivity to the needs, rights, feelings of others C

Application: 1

General Participation and Behaviour Observation

<table>
<thead>
<tr>
<th>Task</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows initiative in work and takes pride in the finished product</td>
<td>1</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>1</td>
</tr>
<tr>
<td>Cooperates with others in a group</td>
<td>1</td>
</tr>
<tr>
<td>Interacts with others in a respectful and appropriate manner</td>
<td>1</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>

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

Extra Curricular Activities:
Premier’s Reading Challenge, My Kitchen Rules, Samaritan’s Purse, Office Runner, Kindy Buddy, Senior Mixed Oztag IPSSO, Senior Mixed AFL IPSSO, State Cross Country, Oztag Gala Day, Taylor House Vice Captain, Zone Athletics, CSSA Gymnastics, Biathlon Splash and Dash, K-2 Dance Helper, 3-6 Dance Helper, Canteen Monitor, Sound Crew, Main Chorus - Musical

General Comment:

Betty Bunter - December 2015

Betty is a conscientious and friendly student, who applies herself to all learning tasks. She has achieved good results across all Key Learning Areas this year. Betty works efficiently to complete set learning activities, consistently producing work of a good standard. Her involvement in extra curricular activities this year is indicative of her servant heart.

Betty has enthusiastically participated during Science and Technology lessons. She has worked collaboratively with her peers, to conduct experiments, in order to observe the properties of solids, liquids and gases. During the Shake, Rattle and Roll, Earthquake unit, Betty learnt about the structure of the Earth and how earthquakes and tsunamis can be explained. She worked in a design group to build a model of an earthquake resistant building. Using the model in a simulated earthquake, she posed a testable question, wrote a hypothesis and observed the results. Betty was able to write a scientific report that discussed and drew conclusions about the model design, when in an earthquake.

As part of the Buddy Program, Betty was required to write and illustrate a book for her kindergarten buddy. To do this, she first had to interview her buddy to find out her interests and then to incorporate those interests into a story appropriate for the age group. Betty enjoyed this task and was able to complete it to a very high standard.

During computer lessons, Betty has carried out research on a variety of topics, including Australian heritage sites, Australian Aid Agencies and a significant Australian, Sally Morgan. Her presentation about Sally Morgan was well prepared and contained excellent information.

Betty has been a pleasure to teach.

Class Teacher: _______________________________ Principal: ___________________________________