

Port Melbourne Primary School



Semester 1 2015

Student: John SMITH

Year: 4

Teacher: James Johnson

PORT MELBOURNE PRIMARY SCHOOL SEMESTER 1 REPORTS FOR YEAR 4

Your child's achievement is measured against both National and State wide standards called AusVELS. Students achieve these standards by successfully completing a wide range of learning and assessment activities. AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS reflects the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

Students are assessed in their performance in a range of curriculum areas called Domains. The number of domains increases as children progress from Prep (Foundation), through to Year 6.

Students are rated on an A-E scale. The report card's A to E rating will tell you how your child is progressing against the expected standard. For example, a 'C' rating means your child is at the expected standard and that his or her learning is on track. The reporting scale has the following consistent meanings across the state:

- A - well above the expected standard at this time of year
- B - above the standard expected at this time of year
- **C - at the standard expected at this time of year**
- D - below the standard expected at this time of year
- E - well below the standard expected at this time of year.

Extra-curricular Activities

As part of our extra-curricular activities at Year 4 students have had the opportunity to:

- | | |
|---|------------------------------------|
| -participate in Grandparent's Day | -participate in Harmony Day |
| -participate in International Women's Day | -participate in Ride to School Day |
| -participate in Jump Rope for Heart | -attend the School Fete |
| -attend the Cross Country try outs | -participate in Modern Choir |
| -attend the ANZAC Day choir | -participate in French Poetry |
| -participate in the Athletics Day Club | -attend Garden Club and Library |
| -participate in the Buddy program | -attend the Opera excursion |
| -participate in the Life Education visit | |

Craig Harrison
Assessment & Reporting Co-ordinator

Peter Martin
Principal

Grade 4 Curriculum Description**English****READING & VIEWING**

Students focussed on the reading comprehension strategies of visualising, making connections and synthesising. Involvement in the CAFÉ reading program enabled students to undertake activities to enhance their understanding of comprehension, accuracy, fluency and vocabulary.

WRITING

Students analysed and wrote a series of recounts, information reports and narratives. They explored the structure and language features associated with each genre in addition to purpose and audience. Students followed the writing cycle (including editing and publishing) and used digital technologies to spell check. Students were also involved in weekly word study, spelling and grammar activities

SPEAKING & LISTENING

Students had opportunities to discuss literature with others, sharing responses and expressing a point of view in small group and whole group scenarios. Students had opportunities to familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently in small group and large group settings.

Mathematics**NUMBER & ALGEBRA**

Students have read, represented, ordered and compared the place value of numbers up to 100 000 and decimals and fractions to tenths and hundredths. They have developed strategies for using written algorithms to solve multiplication and division problems and efficient mental computation estimation strategies.

MEASUREMENT & GEOMETRY

Students undertook problems involving timetables and calendars. They used scaled instruments to measure, compare and record objects using familiar metric units of mass, volume and length. Students investigated 2D and 3D shapes and explored transformations of flips, slides and turns.

STATISTICS & PROBABILITY

Students collected, interpreted and represented data in various graphs. Student investigated chance and used language associated with it.

Inquiry**SCIENCE**

In Term One, students studied the topic 'Spinning in Space', exploring the relationship between the Sun, Moon and Earth. Students investigated the Earth's rotation and why day, night and different seasons occur.

HISTORY

In Term Two, students studied Australian History, most notably, how European settlement impacted on Australia. Students investigated stories from the First Fleet, interactions between Europeans and Aboriginal people and Torres Strait Islanders, as well as the importance of commemorating ANZAC Day.

JOHN SMITH

Year 4 Semester 1

Port Melbourne Primary School

JOHN SMITH

VSN: 755658347

Year 4 Semester 1

Learning Area		Rating	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Physical Education		C		○.....●	■		
The Arts		C		○.....●	■		
English	Reading and Viewing	C		○.....●	■		
	Writing	C		○.....●	■		
	Speaking and Listening	C		○.....●	■		
Mathematics	Number and Algebra	C		○.....●	■		
	Measurement and Geometry	C		○.....●	■		
	Statistics and Probability	C		○.....●	■		
Science		C		○.....●	■		
History		C		○.....●	■		

Work habits

	Needs Attention	Acceptable	Very Good	Excellent
Effort	-----		●	-----
Behaviour	-----		●	-----

Ratings:

- A Well above the standard expected at this time of year
- B Above the standard expected at this time of year
- C At the standard expected at this time of year**
- D Below the standard expected at this time of year
- E Well below the standard expected at this time of year

Legend:

- Your child's achievement 12 months ago
- Your child's achievement this semester
- Your child's progress
- The expected level of achievement

What John has achieved

John is a caring and kind member of the class. He enjoys sharing his ideas with others, in both small group and whole class discussions. John has been a conscientious class representative on the School representative Council this year. He enjoys being a classroom leader by being a positive role model and assisting others. He has worked hard this semester on the importance of turn taking during discussions with peers and teachers. John has demonstrated growth in maturity and in academic understanding. He has begun to reflect on the approaches he uses to assist him to form solutions. With support, John has developed strategies for managing his own learning, and identifying the need for resource and time management in completing short tasks.

(Information will include personal & interpersonal development, emotional intelligence, civics and citizenship, school values)

ENGLISH

In English, John:

- is able write a range of compound and complex sentences
- can consistently use punctuation for differing purposes
- edits and revises work independently, identifying grammatical errors
- can generally identify author's purpose when reading fictional texts
- can predict parts of the text using subheadings and visuals
- understands the structure and language features of narratives and uses this knowledge to construct engaging texts
- participates in pair, group, and class speaking and listening situations, including informal conversations, class discussions and presentations

MATHEMATICS

In Maths, John:

- is able to order, compare and rename numbers to at least 10 000 to assist calculations and solve problems
- can use written methods to multiply a 3digit number by a single digit
- can recognise and explain the connection between addition and subtraction
- can tell time to the minute and investigate the relationship between units of time
- can compare objects using familiar metric units of area using grid paper
- can construct bar graphs, with and without the use of digital technologies, from given or collected data.

SCIENCE

In Science, John:

- suggested ways to plan and conduct investigations to find answers to questions
- with guidance, identified questions to be investigated and predicted what might happen based on prior knowledge
- compared results with predictions, suggesting possible reasons for his findings

HISTORY

In History, John:

- investigated stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.
- located relevant information from sources provided and identified different points of view.

Areas for improvement/future learning	
ENGLISH	
<ul style="list-style-type: none">• Identify and utilise apostrophes of possession in his writing.• To develop his fluency and expression when reading aloud, focusing on his CAFÉ Reading goal of 'use punctuation to enhance phrasing and prosody'.	
MATHEMATICS	
<ul style="list-style-type: none">• Compare and order tenths and hundredths as decimals and place these onto a number line.• Use his knowledge of doubles and near doubles to improve rapid recall of mental addition.	
PERSONAL	
<ul style="list-style-type: none">• To play an active role and contribute more during whole class and small group discussions.	
The school will do the following to support John in his learning	
<ul style="list-style-type: none">• Regular conferencing, mini workshops and explicit whole-class lessons to focus on the appropriate use of apostrophes for possession and contraction.• Whole class, small group and independent reading, focusing on his goal of improved phrasing and fluency. Weekly guided reading sessions and regular conferencing will explicitly model this skill.• Regular structured activities and explicit small group teaching on decimals and fractions to tenths and hundredths. He will focus on reading, ordering and comparing simple fraction and decimals.	
What you can do at home to help John's progress	
<ul style="list-style-type: none">• Share what John has learnt each day through discussion.• Encourage John to write for a variety of purposes (cards, lists, emails, home learning) and support him to correctly use apostrophes to show possession and contraction• Encourage John to apply his mental computation skills in a practical way, trying to use the language of decimals and fractions, for example doubling or halving a recipe.• John should continue to complete his assigned home learning each week. He should read every night at home. Encourage him to read a variety of texts and to focus on his CAFE goals 'improve fluency through phrasing and prosody'. John should also ensure he completes the three set Mathematics tasks each week.	
Attendance	
John has been absent for 2 days this semester.	
Teacher: Mr James Johnson	June 2014

Teacher: _____ **Date:** _____

Principal/Assistant Principal: _____ **Date:** _____

FRENCH

	Needs Attention	Acceptable	Very Good	Excellent
Effort	_____		●	_____
Class Behaviour	_____		●	_____

In French, John:

- Can name and introduce the members of his family
- Is starting to use a range of adjectives appropriate to gender
- Can count to 100 and name the colours

John actively contributes during French lessons, showing confidence to answer questions and participate in songs. In term One he created and described his own imaginative Disney family tree with some teacher support.

Teacher: Miss Sarah Sampi

June 2014

PHYSICAL EDUCATION

	Needs Attention	Acceptable	Very Good	Excellent
Effort	_____		●	_____
Class Behaviour	_____		●	_____

In PE, John:

- Expertly combines the skills of running, kicking, throwing and catching into a sequence and applies these into with great effect in game specific situations
- Regularly demonstrates teamwork through supporting teammates
- Identifies the health and wellbeing benefits associated with regular physical activity

John is a very keen participant in all PE lessons and shows a high level of skill in a range of sports. This semester, he successfully represented the school at the Handball and Rugby gala days and at the district swimming championships.

Teacher: Mr David Dorans

June 2014

VISUAL ARTS

	Needs Attention	Acceptable	Very Good	Excellent
Effort	_____		●	_____
Class Behaviour	_____		●	_____

In Art, John:

- Explored paint mixing to create a range of tints and shades to create an attractive Mother's Day vase
- Was supported to select and arrange elements of art and shape to create an abstract collage
- Participated in the process of wet felt making

John has produced a pleasing selection artwork this semester, using a range of different media. He particularly enjoyed our work on abstract art although, at times, I would like to see him demonstrate a more proactive approach to completing work within a given time frame.

Teacher: Mr Mark Milligan

June 2014