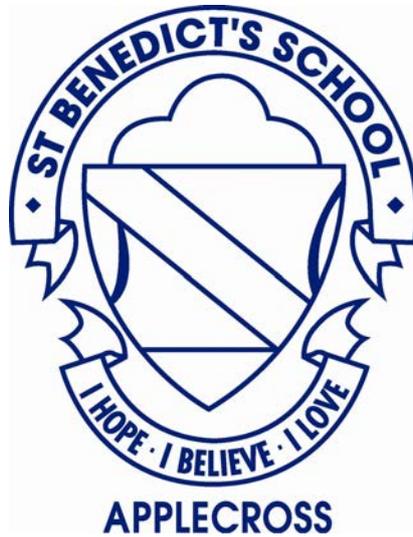


# St Benedict's School



## 2016 SEMESTER 1 REPORT

PRE-PRIMARY

## Understanding this report

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Children receive a description of their overall achievement in Religious Education, English and Maths. They may also receive a description of their overall achievement in other learning areas. Schools may provide achievement descriptors for individual learning area components.

### Achievement scale

#### ACHIEVEMENT DESCRIPTORS

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The student demonstrates **exceptional** achievement given the expectations for this year level.

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The student has **exceeded** the achievement expected for this year level.

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The student demonstrates the **expected** achievement for this year level.

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The student is **working towards** the achievement expected for this year level.

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The student has **not yet demonstrated** the expected achievement for this year level.

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The descriptors summarise the standard of achievement in each of the reported learning areas. The scale describes the depth of knowledge, understandings and skills that children working at that standard typically show.

If your child receives an “expected”, they are achieving at the required level for their year.

Maintaining a level in a learning area from one semester to the next is an indication of positive achievement and expected development.

A child who is on an Individual Education Plan will have progress reported against learning outcomes outlined in the Individual Education Plan.

### Learning Area - student work scale



## Religious Education

|        | Exceptional | Exceeded | Expected | Working towards | Not yet demonstrated |   |
|--------|-------------|----------|----------|-----------------|----------------------|---|
| Effort | <b>O</b>    |          | VG       | S               | I                    | U |

## English

|   | Exceptional | Exceeded | Expected | Working towards | Not yet demonstrated |   |
|---|-------------|----------|----------|-----------------|----------------------|---|
| <b>COMPONENTS</b>   | Exceptional | Exceeded | Expected | Working towards | Not yet demonstrated |   |
|   | Exceptional | Exceeded | Expected | Working towards | Not yet demonstrated |   |
| Contributes to class discussions  | ✓           |          |          |                 |                      |   |
| Identifies some features, such as beginnings and endings in stories   | ✓           |          |          |                 |                      |   |
| Retells an event or personal experience   | ✓           |          |          |                 |                      |   |
| Retells one or two events from texts on familiar topics   | ✓           |          |          |                 |                      |   |
| Shares feelings and thoughts about characters and events in books   | ✓           |          |          |                 |                      |   |
| Speaks clearly and confidently  | ✓           |          |          |                 |                      |   |
| Uses some comprehension strategies to understand texts e.g. prediction, visualizing and/or making connections | ✓           |          |          |                 |                      |   |
| When writing correctly spells some simple CVC words   | ✓           |          |          |                 |                      |   |
| Effort  | <b>O</b>    |          | VG       | S               | I                    | U |

# Mathematics

| Exceptional  | Exceeded    | Expected | Working towards | Not yet demonstrated |                      |
|--|-------------|----------|-----------------|----------------------|----------------------|
| COMPONENTS   | Exceptional | Exceeded | Expected        | Working towards      | Not yet demonstrated |
| Can answer yes or no questions to collect information                                    | ✓           |          |                 |                      |                      |
| Connects a number name with numerals and quantities up to 10                             | ✓           |          |                 |                      |                      |
| Counts numbers to and from 20  | ✓           |          |                 |                      |                      |
| Orders familiar everyday events, using their start and finish points to explain duration | ✓           |          |                 |                      |                      |
| Orders small collections   | ✓           |          |                 |                      |                      |
| Sorts familiar two-dimensional shapes and three dimensional objects                      | ✓           |          |                 |                      |                      |
| Effort   | O           | VG       | S               | I                    | U                    |

## Fine Motor Skills

| COMPONENTS   | Expected | Working towards | Not yet demonstrated |
|--|----------|-----------------|----------------------|
| Able to create detailed drawings                         | ✓        |                 |                      |
| Operates scissors to cut effectively                     | ✓        |                 |                      |
| Manipulates scissors to cut a straight line              | ✓        |                 |                      |
| Manipulates scissors to cut a around shapes              | ✓        |                 |                      |
| Demonstrates control and accuracy with fine motor skills | ✓        |                 |                      |

## Gross Motor Skills

Mrs Kate SAMPSON, Miss Ebonie MacKenzie

| COMPONENTS   | Expected | Working towards | Not yet demonstrated |
|--|----------|-----------------|----------------------|
| Participates confidently in gross motor activities | ✓        |                 |                      |
| Moves with coordination and control                | ✓        |                 |                      |
| Can hop  | ✓        |                 |                      |
| Can jump   | ✓        |                 |                      |
| Can climb  | ✓        |                 |                      |
| Can skip   | ✓        |                 |                      |
| Can throw a ball with direction                    | ✓        |                 |                      |
| Can catch a ball                                   | ✓        |                 |                      |

## Personal & Social Development

|   | Consistently | Frequently | Sometimes | Not yet demonstrated |
|---|--------------|------------|-----------|----------------------|
| Reflects on and expresses emotions appropriately                          |              |            | ✓         |                      |
| Works independently and shows initiative                                  | ✓            |            |           |                      |
| Deals with and solves problems independently                              |              | ✓          |           |                      |
| Becoming confident, resilient and adaptable                               | ✓            |            |           |                      |
| Reflects on and understands the consequences of own emotional responses   | ✓            |            |           |                      |
| Demonstrates pride in their work  |              |            |           | ✓                    |
| Identifies their abilities, talents and interests as learners             | ✓            |            |           |                      |
| Shows an awareness for the feelings, needs and interests of others        | ✓            |            |           |                      |
| Cooperates and builds positive relationships with others                  |              |            | ✓         |                      |
| Communicates effectively  | ✓            |            |           |                      |
| Works collaboratively   | ✓            |            |           |                      |
| Negotiates to resolve conflict  |              | ✓          |           |                      |
| Makes choices and decisions that influence events in their everyday world |              | ✓          |           |                      |

### GENERAL COMMENT

has made a consistent effort to achieve excellent results in all aspects of the course; however, he needs to contribute more to class discussions. is a focussed student who is working hard to overcome his difficulties in this subject. is a pleasant, cooperative student. While he has struggled with some of the assignment work this semester.