



# WULUNGARRA COMMUNITY SCHOOL

## STUDENT REPORT 2014 – SEMESTER 1



<b>Student Name:</b>			
<b>Teacher:</b>			
<b>Days Attended:</b>		<b>Unexplained Absence:</b>	
<b>Date of Report:</b>			

**INSERT PHOTO HERE**

The accompanying report is designed to share the knowledge educational staff have gained about your child and the progress s/he is making academically, socially, and emotionally. At Wulungarra Community School, we work on the understanding each child is a unique individual, with particular talents and abilities – hence, each child's report will be unique and should not be compared with others.

Wulungarra Community School operates with a modified curriculum focusing on literacy and numeracy acquisition. Each student is monitored through individualised '*Educational Support Plans*', forming the critical communication between caregivers and school staff. Every effort has been made by educational staff to form accurate and fair conclusions, based on evidence gathered through class-work, and assessment, as well as observations of attitudes and behaviours.

The descriptors detailed below differ from the standard A-E reporting standards on the basis of these identified modifications.

### Achievement Codes

The student's overall achievement in each learning area studied over the semester is reported by ratings from ***Emerging*** to ***Extending***.

<b>Emerging</b>	The student needs explicit support to develop their knowledge, skills and understanding.
<b>Developing</b>	Some knowledge, skills and understanding are still being acquired. The student needs support in this process.
<b>Demonstrating</b>	The student has independently demonstrated the required knowledge, skills and understanding when working with material familiar to him/her.
<b>Proficient</b>	The student has independently demonstrated knowledge, skills and understanding beyond that required and can apply this when working with material familiar to him/her.
<b>Extending</b>	The student has demonstrated deep knowledge, skills and understanding beyond that required and works independently to transfer this knowledge to new situations.

## GENERAL CAPABILITIES

General Capabilities	Seldom	Sometimes	Frequently	Consistently
Identifies, explores and clarifies questions				
Gathers, organises and processes information				
Transfers knowledge into new contexts				
Seeks and creates innovative solutions				
Applies logical reasoning				
Demonstrates inventive reasoning				
Draws conclusions based on reflection				
Recognises emotions and demonstrates appropriate expression of emotions				
Demonstrates self-discipline				
Demonstrates goal setting				
Works independently				
Shows initiative				
Demonstrates confidence and resilience				
Demonstrates adaptability				
Communicates effectively				
Works collaboratively				
Demonstrates skill in conflict resolution and negotiation				
Displays leadership				
Is punctual for the start of the day and lessons				

**TEACHER COMMENTS:**

## MATHEMATICS

**Achievement Standard** *(teacher to insert with specific reference to ESP in commentary – below is a sample of year level indicator)*

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare [data](#) displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and [multiplication](#) facts for single digit numbers. Students correctly count out change from financial transactions. They continue [number](#) patterns involving addition and subtraction. Students use metric units for length, mass and [capacity](#). They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple [data](#) investigations for categorical variables.

Please note: A blank box indicates that this concept was not taught in this Semester

Mathematical Strand	Emerging	Developing	Demonstrating	Proficient	Extending
Whole Number Concepts					
Addition and Subtraction					
Multiplication and Division					
Patterns and Algebra					
Fractions					
Measurement					
Geometry					
Statistics and Probability					

## WORK HABITS

Work Habits	More commitment required	Satisfactory	Developed	Excellent
Effort				
Behaviour				

**TEACHER COMMENTS:** Comment to discuss Units/work covered and general numeracy capabilities found in General Capabilities section of the Australian Curriculum

## ENGLISH

**Achievement Standard** *(teacher to insert with specific reference to ESP in commentary – below is a sample of year level indicator)*

**Receptive modes** (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. **They listen to others' views and respond appropriately.**

**Productive modes** (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. **They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.** They write using joined letters that are accurately formed and consistent in size.

**Unit Term One: ???????**

**Unit Term Two: ???????**

Receptive Modes	Emerging	Developing	Demonstrating	Proficient	Extending
Listening					
Reading and Viewing					
Comprehension					

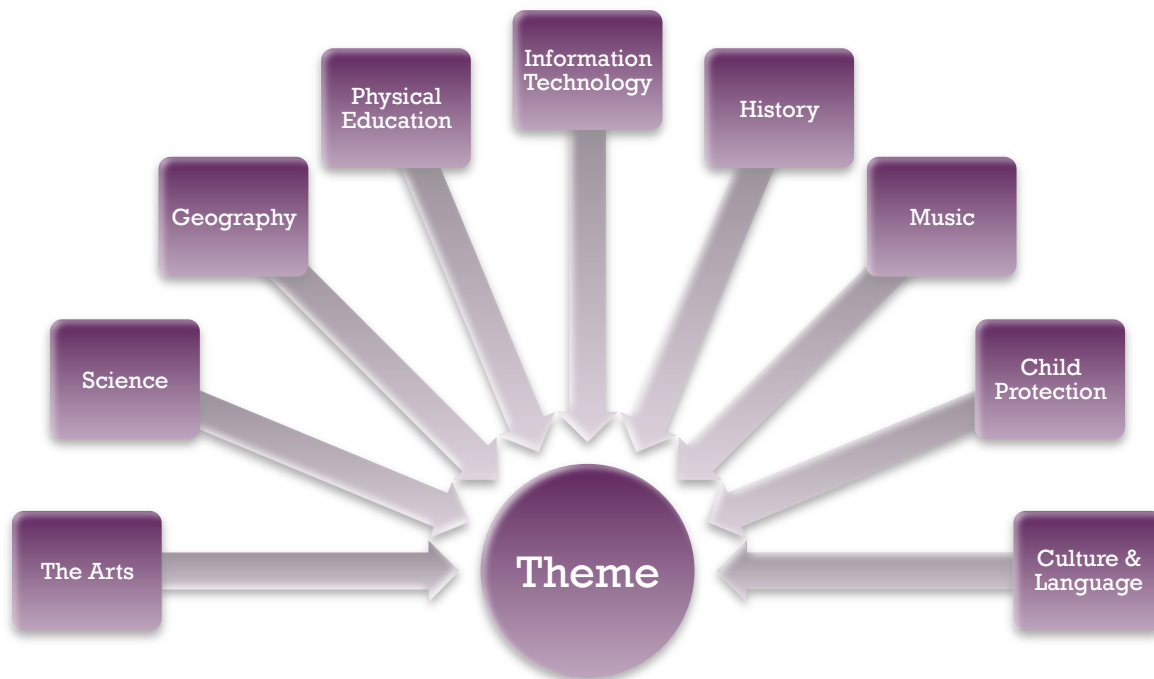
Productive Modes	Emerging	Developing	Demonstrating	Proficient	Extending
Speaking					
Writing and Editing					
Grammar					
Punctuation					
Spelling					
Handwriting					

### WORK HABITS

Work Habits	More commitment required	Satisfactory	Developed	Excellent
Effort				
Behaviour				

**TEACHER COMMENTS:** Comment to discuss Units/work covered and general LITERACY capabilities found in General Capabilities section of the Australian Curriculum

## Integrated Curriculum Areas



The relationship of different subjects to the *theme* of the Semester is identified above. Using this multidisciplinary approach, teachers fuse skills, knowledge and work habits to identify a student's progress along side their '*Education Support Plan*'.

### WORK HABITS

Emerging	Developing	Demonstrating	Proficient	Extending

Work Habits	More commitment required	Satisfactory	Developed	Excellent
Effort				
Behaviour				

**TEACHER COMMENTS:** Comment to discuss Units/work covered and general LITERACY capabilities found in General Capabilities section of the Australian Curriculum

**GENERAL COMMENTS:** Comment to discuss how you the teacher will focus on meeting the individual needs of the student in the coming semester. What your expectations of the students are etc....



**By signing this report card you are acknowledging the following:**

- **This report has been explained in full to the parent/caregiver by the classroom teacher with opportunity for discussion to take place in regards to contents**
- **Receipt of this report without erasure**
- **The curriculum has been modified to meet the specific needs of both the school and its students**

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**Parent/Caregiver**

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**Classroom Teacher**

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**Date**

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**Principal**

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**Date**