

Parramatta West Public School



2024 - Semester 1
Report for: Jaitra SINGH
Year 1 - 1L
Ms M. LIN

About this Report

Our school reports a summary of your child's progress with written reports twice a year and provides ongoing detail through interviews or meetings. Please contact the school to discuss this report and participate in your child's learning and progress with the teacher.

You are encouraged to ask the school to provide you with written information that clearly shows your child's achievement compared to his or her grade group at school. This information will show you the number of children in the group in each of the achievement levels. You can collect the information about your child's peer group from the school office any day over the next month.

NOT APPLICABLE - NA - A student will receive this grade if they have missed work due to extended absence, being new to the school or if they have limited English.

Assessment of Achievement

A - Outstanding: 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 - High: 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 - Sound: 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 - Basic: The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

E - Limited: 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.

Assessment of Effort

Effort is shown using the scale 5, 4, 3, 2, 1 from most to least effort.

EAL/D Learning Progression

Phasing of students has been completed in consultation with EAL/D specialist staff.

Beginning: Students at the beginning phase are starting to learn English. They can speak one or more languages other than English and may have an age-appropriate level of written literacy in their first language. These students are starting to engage with simple language tasks of the curriculum.

Emerging: Students at the emerging phase have a growing knowledge of English. These students can speak one or more languages including basic English, and have a growing knowledge of written English. These students are able to participate in classroom activities and engage with learning when provided with suitable language teaching and additional time to complete classroom activities.

Developing: Students at the developing phase can speak one or more languages, including functional English, and have a developing knowledge of written English. These students are active participants in the classroom and school routines, and are able to engage with learning tasks with increasing success. Their first language continues to be a valuable support while they are developing their control over English grammar and building their vocabulary.

Consolidating: Students in the consolidating phase can speak one or more languages, including English and have a sound knowledge of written English. These students are independent participants in classroom and school routines, and have an increased ability to use English to engage in learning with general success. They understand and produce spoken and written texts for a range of specific purposes but still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases.



English K-6 Syllabus

Areas of Learning	Effort				
	5	4	3	2	1
Areas of Learning	A	B	C	D	E
Oral language and communication		✓			
Vocabulary		✓			
Phonic knowledge		✓			
Reading fluency			✓		
Reading comprehension			✓		
Creating written texts		✓			
Handwriting and Digital Transcription			✓		
Understanding and responding to literature			✓		

Teacher

Jaitra has made progress in:

- * incorporating extended sentences during dialogue
- * drawing on his understanding of texts and knowledge of the world to read new texts independently
- * writing short texts that tell a story, using a logical order to sequence events

Jaitra is now working towards:

- * using tense correctly to discuss past, present and future events
- * rereading words, phrases or sentences to check for accuracy and infer meaning
- * planning and creating longer texts and editing to make improvements

Mathematics

Areas of Learning	Effort				
	5	4	3	2	1
Areas of Learning	A	B	C	D	E
Number and algebra		✓			
Measurement and space			✓		
Statistics and probability			✓		

Teacher

Jaitra has made progress in:

- * identifying the number before and after a given two-digit or three-digit number
- * counting on and back to solve addition and subtraction problems involving one- and two- digit numbers
- * using the terms 'side', 'vertex' and 'two-dimensional' to describe plane (flat) shapes

Jaitra is now working towards:

- * identifying and describing patterns when skip counting forwards or backwards by twos, fives and tens
- * solving addition and subtraction problems by partitioning numbers into tens and ones (e.g. $14+12=10+10+4+2$)
- * gathering and presenting data in different ways (e.g. using tally marks and symbols in tables and picture graphs)



Creative Arts

Effort	5	4	3	2	1
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Areas of Learning	A	B	C	D	E
Visual Arts			✓		
Drama			✓		

Teacher

In drama, Jaitra can show the feelings of a character through movement and voice. In art, he can also explain why he has used particular colours, lines or shapes in his own artworks.

Personal Development, Health and Physical Education

Effort	5	4	3	2	1
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Areas of Learning	A	B	C	D	E
Skills			✓		
Content			✓		

Teacher

Jaitra can identify what bullying is and can describe strategies to keep himself safe. He can also use a range of techniques to throw a ball to a partner.

HSIE

Effort	5	4	3	2	1
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Areas of Learning	A	B	C	D	E
History			✓		

Teacher

Jaitra can compare family roles in the past and present. He can also use historical sources, such as photos, to identify similarities and differences between past and present family life.

Science and Technology

Effort	5	4	3	2	1
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Areas of Learning	A	B	C	D	E
Skills			✓		
Knowledge and understanding			✓		

Teacher

Jaitra can pose and respond to questions about familiar objects and events. He is also able to identify sound, light, heat, electricity and movement as forms of energy.



Learning Behaviours

Area	C	U	S	R	Area	C	U	S	R
Asks for help when needed	✓				Shows respect to others	✓			
Displays a positive attitude to learning	✓				Takes risks with their learning	✓			
Displays responsibility for learning and task completion	✓				Uses feedback to improve learning	✓			
Persists with challenging tasks	✓				Works co-operatively with other students	✓			

C = Consistently, U = Usually, S = Sometimes, R = Rarely

General Comment

Jaitra is an inquisitive student who is highly motivated and usually strives to give his best. In the classroom, he always contributes to class discussions and likes making new discoveries about his learning. Jaitra is a model student who demonstrates safe, responsible and respectful behaviour in all areas of school life. He always takes on feedback in a positive manner and is learning to read over, check and edit to further improve his work. Jaitra is an independent learner, who also works well with others in group activities. He has made positive progress in many areas of his learning especially in spelling and reading and he should be proud of his efforts. I have enjoyed teaching Jaitra this semester and look forward to another semester of learning.

Attendance

Whole Days Absent	8	Partial Days Absent	0
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