

STUDENT REPORT



Lyons Early Childhood School

Semester 1, 2024



Olivia CHEN

Year: 00K

Class: Llamas

Teacher: Alexandra George, Anita Peraic

This report provides information about your child's achievement.
You are encouraged to discuss this report with your child's teacher/s.

About this report

At Lyons Early Childhood School we promote academic excellence by nurturing our students' capacity to be actively engaged in an enriched learning environment with the expectation that all students do their best and strive to reach their potential. We encourage our students to be critical, divergent and creative thinkers and provide diverse opportunities and differentiated learning activities.

This document provides a report of your child's achievements to date, relevant to the Australian Curriculum Achievement Standard. It is important to note that not all content of the Australian Curriculum relevant to your child's year level will have been covered in semester 1. The written report contains information about your child's achievement in a range of areas. Teacher judgements have been based on a wide range of evidence gathered over the semester to represent your child's academic and social development, relative to their age peers.

Scale Overview

Your child's achievement for each subject is reported against the Australian Achievement Standards using the following five point scale:

Outstanding:	Demonstrating outstanding achievement of the standard
High:	Demonstrating a high achievement of the standard
At Standard:	Demonstrating achievement at the standard
Partial:	Demonstrating partial achievement of the standard
Limited:	Demonstrating limited achievement of the standard
Status:	Indicates that circumstances have prevented the student from being assessed against the individual achievement standard sentence, or there is insufficient evidence to award an overall grade

Plan (P) reference

A 'P' indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

Personal and Social Capabilities and Effort in Learning Area

Your child's capabilities for social awareness and social management, self awareness and self management as well as effort in learning area are reported on using the following 4 point scale:

C - Consistently:	Consistently demonstrates the habit/capability
U - Usually:	Usually demonstrates the habit/capability
S - Sometimes:	Sometimes demonstrates the habit/capability
R - Rarely:	Rarely demonstrates the habit/capability

Attendance for 30/01/2024 - 20/06/2024

Whole Days Absent	2	Partial Days Absent	3
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English

- The Australian Curriculum for English aims to ensure that, across the years of schooling, students:
- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect upon texts
 - understand how Standard Australian English works in its spoken and written forms
 - develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
 - appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

In kindergarten, students begin their curriculum learning through exposure to English language features. They identify connections between print and images and begin to use words and phrases from learning and texts. During literacy workshops, students are guided to explore and make meaning from a variety of simple texts using beginning reading behaviours. They learn to listen for rhyme, letter patterns and sounds in words, to recognise the letters of the English alphabet and to use the most common sounds represented by letters. Children begin to build visual memory of common high-frequency words and learn to orally blend and segment phonemes in single-syllable words. Literacy workshops also provide many opportunities for children to express their ideas using drawings, written print and oral description.

	Outstanding	High	At Standard	Partial	Limited	Status
Olivia...						
Listens to texts, interacts with others and creates short spoken texts, including retelling stories			✓			
Reads, views and comprehends texts, making connections between characters, settings and events, and to personal experiences			✓			
Creates short written texts, including retelling stories using words and images where appropriate			✓			

Effort in Learning Area

Consistently	Usually	Sometimes	Rarely
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Mathematics

The Australian Curriculum for Mathematics aims to ensure that, across the years of schooling, students develop the proficiencies of:

- Understanding: connecting related ideas and representing concepts in different ways
- Fluency: calculating flexibly, accurately and efficiently and recalling factual knowledge
- Problem-solving: interpreting and modelling problem situations, and applying known strategies to new situations
- Reasoning: applying logical thought and actions, such as analysing, proving, evaluating, explaining and generalising.

Over semester 1, kindergarten students learn to make connections between number names, numerals and position in the sequence of numbers. They solve number problems by counting visible items. Children also begin to recognise and compare small quantities without counting by ones (grouping and subitising), using spatial patterns such as dice and dominoes. Students explore patterns by copying, continuing and creating patterns with objects and drawings. Kindergarten children learn to recognise and name shapes in the environment. They learn to explain the order and duration of events using the everyday language of time, and sequence and connect familiar events to the time of day.

Olivia...	Outstanding	High	At Standard	Partial	Limited	Status
Uses subitising and counting strategies to quantify collections		✓				
Copies and continues repeating patterns			✓			
Describes the position and the location of themselves and objects in relation to other objects and people within a familiar space		✓				

Effort in Learning Area	Consistently	Usually	Sometimes	Rarely
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Humanities and Social Sciences

The Australian Curriculum aims to ensure that, across the years of schooling, students develop:

- a sense of wonder, curiosity and respect about places, people and cultures
- key historical and geographical knowledge of people, places, values and systems
- inquiry skills of questioning, researching, evaluating and communicating
- dispositions that support participation in everyday life, such as problem-solving and ethical reflection.

The kindergarten curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories, and the places they live in and belong to. Learning in HASS builds on the Early Years Learning Framework and each student's prior learning and experiences. Students discuss and share personal observations and perspectives on their histories and special places, contributing to their sense of identity, connection and belonging. They continue to develop skills and processes for investigating their personal worlds, strengthening dispositions for learning such as curiosity and imagination, and resourcing their own learning through connecting with people and places.

Olivia...	Outstanding	High	At Standard	Partial	Limited	Status
Identifies significant people and events in their own lives, and how significant events are celebrated or commemorated		✓				
Recognises the features of familiar places, why some places are special to people and the ways they can care for them		✓				
Poses questions, sorts and records information from observations and provided sources		✓				

Effort in Learning Area	Consistently	Usually	Sometimes	Rarely
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Health and Physical Education

The Australian Curriculum aims to ensure that, across the years of schooling, students develop:

- the ability to take positive action for their own and others' health, safety and physical activity
- behavioural and cognitive skills that promote a sense of personal wellbeing and identity
- social skills that build and manage respectful relationships
- movement skills to respond confidently and competently in a variety of physical activity settings.

The learning area is explored through personal and social skills education and movement-based sessions. In kindergarten, students learn to describe similarities and differences between themselves and others, and different emotions people experience. Students consider how health information can be used in their lives. They are guided to identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students are supported to develop movement skills (balancing, rolling, running, leaping, dodging, skipping, jumping, hopping) and object control skills (throwing, catching, bouncing, kicking).

Olivia...	Outstanding	High	At Standard	Partial	Limited	Status
Demonstrates personal and social skills to interact respectfully with others			✓			
Applies fundamental movement skills to manipulate objects and space in a range of movement situations			✓			
Identifies the benefits of being physically active and how rules make play fair and inclusive			✓			

Effort in Learning Area	Consistently	Usually	Sometimes	Rarely
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The Arts

The Arts includes the subjects of music, drama, dance, media arts and visual arts. The learning area addresses both making and responding to artworks. The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices
- knowledge and skills to imagine, observe, express, respond to and communicate ideas and perspectives in meaningful ways
- understanding of local, regional, national and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions.

Students engage with aspects of the arts both through specialist programs and regular arts sessions within classroom settings.

Olivia...	Outstanding	High	At Standard	Partial	Limited	Status
Describes experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community		✓				
Uses play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms		✓				

Effort in Learning Area	Consistently	Usually	Sometimes	Rarely
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Personal and Social Capability:

Social Awareness and Social Management	C	U	S	R
Demonstrates relational awareness		✓		
Demonstrates community awareness		✓		
Demonstrates communication	✓			
Demonstrates collaboration	✓			
Demonstrates leadership		✓		
Demonstrates decision-making		✓		
Demonstrates conflict resolution		✓		

Self-Awareness and Self-Management	C	U	S	R
Demonstrates personal awareness		✓		
Demonstrates emotional awareness		✓		
Demonstrates reflective practice		✓		
Demonstrates goal setting	✓			
Demonstrates emotional regulation		✓		
Demonstrates perseverance and adaptability		✓		

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

General Comment

Olivia is an enthusiastic student who tackles new challenges eagerly. She displays an inquisitive nature and actively seeks new information to enhance her understanding of topics of interest. Olivia often adopts a leadership role in play and shares her opinions and ideas openly. She is working on practising patience to share her ideas and to understand that sometimes others also need an opportunity to speak.

During semester 1, Olivia has been learning to identify connections between texts and personal experiences. She recalls events from texts with familiar topics and uses predicting and questioning strategies to explore meaning in texts. Olivia is developing early literacy skills, including listening for rhyme, letter patterns and sounds in words, recognising the letters of the English alphabet and using the most common sounds represented by letters. Olivia has been building visual memory of a small bank of high-frequency words and is learning to blend sounds when reading simple words. Since the beginning of the year, Olivia has made particular progress in applying her letter and sound knowledge to her reading and writing. A current goal for Olivia is to continue to build her sight word memory of high-frequency words and to correctly spell high-frequency words in her writing.

Olivia participates with enthusiasm in mathematics and enjoys a variety of hands on learning experiences. She is developing fluency when saying short number word sequences, forwards and backwards. Olivia is learning to identify numerals by reading, writing and ordering written numbers. She can count visible items, such as counters, in collections and rows. Olivia can copy, continue and create patterns with objects and drawings and has been learning to represent location using diagrams and simple maps. She uses detailed instructions in describing position and movement. Olivia exhibits proficiency in sorting and classifying objects according to common characteristics and explains the basis for these groupings. She demonstrates a positive approach to mathematical tasks and is persistent when faced with a challenge. Olivia uses the counting on and counting back strategy to solve addition and subtraction problems. She has instant recall of number combinations that add to 10. Olivia has made progress in connecting number names, numerals and quantities to 100. A current learning goal is to focus on the place value of two-digit and three-digit numbers and the sequencing of number patterns by using a number line. When ordering two-digit and three-digit numbers the focus is on the mathematical language of least and greatest value.

During SEED time, Olivia has shown particular interest in dramatic play where she acts out familiar scenarios with her peers in the Llama Nursery and the dolls house. She collaborates with clearly defined ideas and builds with strong purpose and commitment. Olivia enjoys expressing her imagination and creativity through visual art. She uses personal experience and observation to create detailed and thoughtful visual artworks and designs which she shares with others. During our geography unit, Olivia understood that places can be represented on maps and models. She enjoyed using and making maps to navigate around the school and correctly demonstrated how to read features of a map. Olivia has shown particular interest in Footsteps dance sessions and she confidently performs dance movements to successfully communicate ideas and feelings.

Olivia should be commended on her efforts and growth at school during semester 1. We look forward to working productively together over the coming terms.

Alexandra George, Anita Peraic
Teacher

Meegan Stuart
Principal

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