

Semester 2 Learning



Olivia is a keen and committed learner. She shares joy with others through play and openly expresses her feelings and ideas in her interactions with others. Olivia confidently expresses her ideas and understanding through visual arts, designing and making with recycled materials, and loves to talk through her creations with educators. She has a strong vision when embarking on creative pursuits, often employing perseverance and refined fine motor skills to create a range of products. When listening to read-alouds, Olivia connects deeply to the texts, often reflected through her facial expressions. She enjoys sharing her story predictions during book discussions, as well as sharing how the story connects to her own personal experiences. Olivia is learning to listen to others' opinions and points of view, as well as waiting for her turn to speak. She understands that symbols are a powerful means of communication, and that ideas and thoughts can be represented in different ways. Olivia pays attention to print and knows many letter-sound relationships. She uses drawing and writing to showcase her learning and it has been a joy to watch her illustrations and writing evolve, where she demonstrates persistence when labelling her illustrations and as she records names of class or family members. I wish Olivia all the very best for kindergarten.

Semester 2 Report 2023



Student: Olivia CHEN

Class: Karobean 1

Teacher: Kate Prior

Signature: *Kate Prior*

Principal: Robyn Strangward

Signature: *RStrangward*

In the ACT, each child's learning is extended and enriched through a program aligned to the Early Years Learning Framework. Your child's learning and development is assessed in relation to the five Learning Outcomes. (<https://www.education.gov.au/early-years-learning-framework>)

In Semester 2, children engaged in play-based learning at preschool. These learning opportunities were informed by, and planned for, using the five outcomes of the Early Years Learning Framework. This report indicates your child's progress in Semester 2 based on observations and interactions during the varied learning experiences.

This report indicates your child's progress against the following criteria:

Achieving	– demonstrates the outcome independently
Developing	– working towards independence
Requires support	– requires support to achieve the outcome
Not observed	– has not been observed

Outcome 1: Children have a strong sense of identity

<ul style="list-style-type: none"> • Demonstrates increasing awareness of the needs of others 	Developing
<ul style="list-style-type: none"> • Persists when faced with challenges 	Achieving
<ul style="list-style-type: none"> • Confidently explores through play, and engages in social relationships 	Achieving

Outcome 2: Children are connected with and contribute to their world

<ul style="list-style-type: none"> • Shows growing appreciation and care for the natural and constructed environment 	Achieving
<ul style="list-style-type: none"> • Makes choices and problem solves to meet their needs in particular contexts 	Achieving
<ul style="list-style-type: none"> • Acts with compassion and kindness 	Achieving

Outcome 3: Children have a strong sense of wellbeing

<ul style="list-style-type: none"> • Works collaboratively with others 	Achieving
<ul style="list-style-type: none"> • Seeks out and accepts new challenges 	Achieving
<ul style="list-style-type: none"> • Shows an increasing capacity to understand, self-regulate and manage emotions 	Achieving

Outcome 4: Children are confident and involved learners

<ul style="list-style-type: none"> • Demonstrates curiosity and is an enthusiastic participant in learning 	Achieving
<ul style="list-style-type: none"> • Uses reflective thinking to consider why things happen and what can be learned from these experiences 	Achieving
<ul style="list-style-type: none"> • Transfers knowledge from one setting to another 	Achieving

Outcome 5: Children are effective communicators

<ul style="list-style-type: none"> • Conveys and constructs messages with purpose and confidence, building on home/family and community literacies 	Achieving
<ul style="list-style-type: none"> • Responds verbally and non-verbally to what they see, hear, touch, feel and taste 	Achieving
<ul style="list-style-type: none"> • Takes on the role as a numeracy user in play 	Achieving
<ul style="list-style-type: none"> • Takes on the role as literacy user in play 	Achieving