Student Written Report
Parent Information Booklet

Stage Three
Year Five
2016

Sacred Heart Primary School
Pymble

Please bring this booklet with you to the Parent Teacher Interviews
Soon you will receive your child’s **Semester One Student written report.** The student report includes a 5 point scale that explains student achievement in all Key Learning Areas (subjects) over the first two terms of learning (Semester 1). Teachers report on what students have had the opportunity to learn (as directed by syllabuses and outlined in the curriculum overviews each term) AND how well students have achieved (what they have had opportunity to learn).

The grade awarded is a ‘**picture in time**’. This grade is determined by

- Teacher knowledge
- Professional judgement (as compared with expectations from the grade / stage outcomes)
- Assessment Information (formal tests, in class assessments, work samples)
- Class tasks

The ‘**effort**’ grade is determined by the how well the student engages with the learning. Teachers make observations and judgements about how well the student participates and persists with learning according to age and stage of learning.

**What does it mean if my child receives the grade SOUND?**
Grade “SOUND” - shows that the student has achieved most of the skills and knowledge intended by the teacher when they planned the learning program for the semester. This student may have required extra revision or individual teaching but he/she has understood most of the concepts and has demonstrated achievement of the learning goals. Parents should not be worried about a child’s progress if he or she has received this grade. Your child is on track in this area. Your child’s performance is sound for their age and stage.

**What does it mean if they received a SOUND last year? Does it mean they are not progressing?**
Your child is still progressing if they received a SOUND last year or last semester. The learning expectations have changed and the content has increased. Therefore the SOUND grade indicates your child is learning at the appropriate rate.

**What does it mean if my child receives the grade HIGH?**
Grade “HIGH” – shows that the student has performed very well with the work presented consistently achieving the skills, values and knowledge intended by the teacher when he/she planned the learning program for the semester. This student has demonstrated in all of the assessments and daily tasks that there is no difficulty being experienced in meeting the learning goals. Your child is performing at a high level in this area.
What does it mean if my child receives the grade OUTSTANDING?
Grade “OUTSTANDING” – shows that the student is easily demonstrating the skills and knowledge intended by the teacher when they planned the learning program for the semester. In fact the student is demonstrating the ability to transfer knowledge and skills to new learning. Your child is performing at an outstanding level in this area.

What does it mean if my child receives the grade BASIC?
Grade “BASIC” – shows that the student is currently experiencing some difficulty in achieving the skills and knowledge intended by the teacher when he/she planned the learning program for the semester. There are some gaps in the understanding of the concepts that have been taught during the semester and there is evidence that this has been occurring in daily tasks and in assessments. Your child is having some difficulty coping with the work in this area at this time.

What does it mean if my child receives the grade LIMITED?
Grade “LIMITED” – shows that the student is currently demonstrating in his/her assessments and daily class tasks that a lot of difficulty is being experienced. This student will most likely be learning content, skills and knowledge from early grades / stages. Your child is finding learning very difficult at this time in this area and needs significant adjustments to the class curriculum.

PARENT TEACHER INTERVIEWS

The written report is only one part of the reporting process for Semester 1. In addition to the information provided on the written report, parents are invited to come to a parent teacher interview. This time is set aside for teachers and parents to discuss the student’s learning. There is opportunity for the grades and comments to be elaborated on and perhaps provide specific examples of evidence of learning. In addition to this, it is a great time for parents and teachers to talk about the way forward into the ‘next step in learning’.

Parents will be asked to log onto the online booking system to select an appropriate time to meet with their child’s class teacher in Week 10. More information will be posted in the newsletter.
The following statements describe what a child should know and be able to do in ENGLISH by the end of YEAR 6 (Stage 3). The dot points are organised into different content areas within the Key Learning Area (KLA) of English. The teaching program is designed with these benchmarks as indicators of progress throughout Year 5 and Year 6.

STAGE 3

S3\Speaking and Listening

- communicate effectively, considering appropriate language to entertain, inform and persuade audiences for an increasing range of purposes
- work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies
- collaborate with others to share and evaluate ideas and opinions and to develop different points of view
- express well-developed and well-organised ideas about literary texts and respond constructively to different opinions
- actively listen in order to gather specific information and ideas
- recognise and explore how spoken and written language differ
- recognise and explore how spoken language varies according to context
- evaluate language features and organisational patterns of challenging spoken texts.

S3\Reading and Viewing

- independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies
- respond to themes and issues within texts by referring to her own knowledge, values and experiences
- recognise point of view and justify interpretations by referring to her own knowledge, values and experiences
- identify, critically analyse and respond to literary devices and language features used by writers to influence readers
- compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic
- identify text structure of a range of complex texts to influence an audience’s understanding of written, visual, media and multimodal texts
- explore how grammatical features work to influence an audience’s understanding of written, visual, media and multimodal texts*

S3\Writing and Representing

- create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences
- deal with complex topics, issues and language features in her writing
- select information and ideas from personal, literary and researched resources
- adapt imaginative ideas and situations from literature
- use an expanding vocabulary and a growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices
- write well-structured sentences and paragraphs, explaining how language choice and literary features were designed to influence meaning
- spell most common words accurately and use a variety of strategies to spell less common words
- use a fluent writing style
- use digital technology to present written texts effectively in a variety of ways for different purposes and audiences
- evaluate the effectiveness of their own writing by drafting, proofreading, editing, reviewing and publishing

*multimodal texts – texts comprising more than one mode. A multimodal text uses a combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations.
The following statements describe what a child should know and be able to do in Mathematics by the end of Year 5. The dot points are organised into different content areas within the Key Learning Area (KLA) of Mathematics. The teaching program is designed with these benchmarks as indicators of progress in Year 5.

<table>
<thead>
<tr>
<th>Whole Number</th>
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<tbody>
<tr>
<td>• Read, write and order numbers to tens of millions</td>
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<td>• State the place value of digits in numbers to tens of millions</td>
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<tr>
<td>• Record numbers to tens of millions using expanded notation (eg 1000+500+30+6=1536)</td>
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<tr>
<td>• Name factors and multiples of whole numbers (eg factors of 8=1,2,4,8)</td>
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<tr>
<th>Addition and Subtraction</th>
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<tr>
<td>• Use efficient mental strategies to add and subtract numbers</td>
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<td>• Use efficient written and calculator strategies to add and subtract numbers</td>
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<tr>
<td>• estimate to check answers</td>
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<tr>
<td>• Solve addition and subtraction problems (including money) and record the strategies used</td>
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<td>• Create a simple budget</td>
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<tr>
<th>Multiplication and Division</th>
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<tr>
<td>• Use mental strategies to multiply by one and two digit numbers</td>
</tr>
<tr>
<td>• Use written strategies including a formal algorithm for multiplication by one and two digit numbers</td>
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<tr>
<td>• Use mental and written strategies to divide three digit numbers by one digit (with remainders)</td>
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<tr>
<td>• Solve multiplication and division problems and record the strategy used</td>
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<tr>
<td>• Interpret remainders in division problems (25÷4=6r1 as 25÷4=6¼)</td>
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<th>Fractions and Decimals</th>
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<tr>
<td>• Compare and order fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100</td>
</tr>
<tr>
<td>• Express mixed numerals as improper fractions and vice versa (eg 7/2 = 3½)</td>
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<tr>
<td>• add and subtract fractions with the same denominator</td>
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<tr>
<td>• Apply the place value system to represent thousandths as decimals (0.003 = 3 thousandths)</td>
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<td>• Compare, order and represent decimals up to three decimal places</td>
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<tr>
<th>Patterns and Algebra</th>
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<tr>
<td>• Continue, create and describe number patterns with fractions, decimals and whole numbers</td>
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<tr>
<td>• Find missing numbers in number sentences on both sides of the equals sign involving multiplication and division (□x3=6x□)</td>
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<th>Length</th>
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<tr>
<td>• measure and record lengths and distances using appropriate units (km, m, cm and mm)</td>
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<tr>
<td>• Record lengths and distances using combinations of km, m, cm and mm (eg 1km 200m)</td>
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<tr>
<td>Find perimeters of common two-dimensional shapes (eg rectangles and squares) and record the strategy</td>
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<th>Area</th>
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<tr>
<td>• Recognise the need for square kilometres and hectares to measure area and use the abbreviations km² and ha</td>
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<tr>
<td>• Develop a strategy to find areas of rectangles and squares</td>
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<th>Volume and Capacity</th>
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<tr>
<td>• Use cubic centimetres and cubic metres to measure and estimate volume</td>
</tr>
<tr>
<td>• Select and use appropriate units to measure volume and record using cm³ and m³</td>
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### Measurement and Geometry

**Mass**
- Recognise the need for tonnes to measure mass
- Use appropriate units to measure mass and record using the abbreviations t, kg and g
- Solve problems involving mass including ‘gross mass’ and ‘net mass’

**Time**
- Convert between am/pm notation and 24-hour time (e.g. 8.30 pm = 2030 hr)
- Select an appropriate unit to measure time in order to calculate and compare the duration of events (seconds, minutes and hours)

**Three Dimensional Shapes (3D Shapes)**
- Name prisms and pyramids according to the shape of their ‘base’ (i.e. a square pyramid)
- Describe and compare properties of prisms and pyramids in terms of their faces, edges, vertices and cross-sections
- Identify the net of a three-dimensional object

**Two Dimensional Shapes (2D Shapes)**
- Identify, name and draw right-angled, equilateral, isosceles and scalene triangles
- Describe the side and angle properties of quadrilaterals (including rhombus, parallelogram, square, rectangle)
- Describe the side and angle properties of triangles (right-angled, equilateral, isosceles and scalene triangles)
- Classify and draw regular and irregular two-dimensional shapes from descriptions of their features
- Use the terms ‘translate’, ‘reflect’ and ‘rotate’ to describe transformations of two-dimensional shapes
- Identify line and rotational symmetries of two-dimensional shapes
- Make and compare enlargements of shapes/pictures

**Angles**
- Recognise degrees as the formal unit to measure angles and record using the degree symbol (°)
- Measure, compare and estimate angles in degrees (up to 360°)
- Construct angles using a protractor (up to 360°)
- Identify and name angles using degrees (including right, straight, acute, obtuse, and reflex angles)

**Position**
- Use grid-references on maps to locate and describe positions
- Follow a sequence of compass directions to find a particular location on a map
- Describe routes using landmarks and directional language (e.g. North, South East)

### Statistics and Probability

**Data**
- Conduct surveys to collect and present data in tables, column graphs, dot plots and line graphs
- Construct and interpret data displays, including tables, column graphs, dot plots and line graphs

**Chance**
- Identify outcomes of chance involving equally likely outcomes as \( \frac{1}{2} \)

Area The size of a surface. The amount of space inside the boundary of a flat (2-dimensional) shape or object.

Capacity is the amount a container can hold. eg the bottle has a capacity of 600ml

Cartesian Plane A way to pinpoint where an object is using an $x$ and $y$ axis.

Commutative property is when you can swap numbers around and still get the same answer when you add eg $5 + 4 = 9$ AND $4 + 5 = 9$; or when you multiply eg $3 \times 4 = 12$ AND $4 \times 3 = 12$.

Concrete materials are any objects used to help demonstrate or calculate maths eg counters, paddle pop sticks, ten frames, blocks etc

Data Display arranging information gathered into a graph or table

Denominator The bottom number in a fraction. This number tells us how many equal parts the item is divided into. For example $\frac{2}{3} = 2$ out of three equal parts

Expanded notation - Writing a number to show the value of each digit determined by its place value (ones, tens, hundred, thousands, etc). For example $6452 = 6000 + 400 + 50 + 2$

Factor all the whole numbers that can be divided exactly into another number (for example all the factors of 12 are – 1, 12, 2, 6, 3, 4 = 1x12, 2x6, 3x4)

Fraction a number representing a part of a whole. For example $\frac{1}{8}$ one eighth = one out of eight equal parts; $\frac{3}{4}$ three quarters = three out of four equal parts; $\frac{5}{6}$ five sixths = five out of six equal parts.

Hefting To lift something in order to judge or estimate its weight.

Improper fraction- a fraction when the numerator is greater that the denominator eg $\frac{7}{2}$ ($\frac{7}{2}$ as a mixed numeral 3½)

Informal units of measure are ways of measuring and comparing without using formal units (cm, mm, m, L, ml, kg etc) Examples of informal units could include hand spans, steps, bottle tops etc

Inverse Operations a number calculation can be ‘reversed‘ to assist in mental strategies. Eg $4 + 6 = 10$ therefore $10 - 6 = 4$. Similarly $2 \times 7 = 14$ therefore $14 ÷ 7 = 2$ and so on.

Length is the measure of distance; how far from end to end.

Mass is commonly measured by how much something weighs. Mass is the amount of matter contained in an object.

Mixed numeral – a whole number plus a fraction eg $3\frac{1}{2}$ (five and a half as an improper fraction $\frac{7}{2}$)

Multiple The result of multiplying a number by another whole number for example the multiple of 3 and 4 is 12.
**Numerator** the number on the top of a fraction, determines the number of equal shares. For example $\frac{3}{4}$, the three is the numerator therefore there are three out of four equal parts.

**Order of operations** The rules of which calculation comes first when faced with multiple operations in a number sentence. Do everything inside brackets first (()), then any exponents (like $x^2$), then any multiplication or division from left to right, then any addition and subtraction from left to right

**Ordinal number** A number that tells the position of something in a list. 1st, 2nd, 3rd, 4th, 5th etc.

**Cardinal numbers** tell how many of something there are, for example: one, two, three, four, five.

**Partition** ‘splitting’ a number into different amounts, recognising the same total. Eg 7 can be split into 3 and 4, 6 and 1, 5 and 2. Portioning assists with mental strategies for addition and subtraction.

**Place value** - The value of where the digit is in the number, such as units (or ones), tens, hundreds, thousands etc for example 6 457 – the value of the 5 is 50, because it is in the ‘tens’ column

**Regular and irregular polygon** a polygon is a 2Dimensional shape with three or more sides. A **regular polygon** is one which has all side equal in length and all angles equal. An **irregular polygon** is a 2D shape with sides of different lengths.

**Related denominators** - Denominators are related when one is a multiple of the other. $\frac{2}{4}, \frac{1}{2}, \frac{1}{6}, \frac{5}{8}$ are all related because the denominators are multiples of 3

**Rounding numbers** - replacing a number by another value that is approximately equal but is shorter or simpler. Rounding off to the nearest ten for example, is determined by the value of the number in the ones column (5=> round up to nearest decade; 5 round down to zero)

**Square numbers** the number you get when you multiply a whole number by itself. For example $4 \times 4 = 16$ ... 16 is a square number.

**Subitising** (subitise) instantly recognising the number of objects in a small group, without counting.

**Triangular numbers** **Triangular numbers** are numbers that create triangles. For example $1 + 2 + 3 + 4 + 5 = 15$ ... 15 is a triangle number

**Two Dimensional Shapes** – a shape that has two dimensions - **length and width**

**Three dimensional shape** – a shape that has three dimensions – **length, width and height**

**Vertex** – a point where two or more lines meet to form an angle or a corner (plural vertices)

**Volume** is the amount of space occupied by an object. eg the sand pit has $15m^3$ of sand.