Student Written Report
Parent Information Booklet

Stage One
Year Two
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 Week10. 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 2 (Stage 1). 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 1 and Year 2.

STAGE ONE

S1\Speaking and Listening

- communicate with a wide range of audiences on familiar and introduced topics
- communicate to achieve a variety of purposes
- interact effectively, using new communication skills
- select appropriate vocabulary in order to give confident presentations
- attend to instructions, share ideas and engage effectively in group and class discussions
- recognise that spoken language has a range of purposes and audiences and use this knowledge to communicate effectively
- investigate the different types and organisational patterns of common spoken texts.
- recognise features within common spoken texts.
- create imaginative, informative and persuasive spoken texts drawing on their own experiences, their imagination, and ideas they have learned

S1\Reading and Viewing

- use an increasing variety of reading skills and strategies to make connections between texts
- use an increasing variety of reading skills and strategies to make connections between her own experiences and information in texts
- read with developing fluency and intonation short texts with some unfamiliar vocabulary, simple sentences and images
- read, interpret and discuss a variety of texts using a range of skills and strategies
- locate literal information in written texts
- refer to features of language and images to make inferences about characters’ actions and motivations
- explore and identify ways in which texts differ according to purpose, audience and subject

S1\Writing and Representing

- create imaginative, informative and persuasive texts on familiar topics for known readers
- plan, proofread and edit her own writing
- write using basic grammatical features and punctuation
- write with an awareness of different purposes, audiences and subject matter
- use knowledge of letter–sound correspondence, sight words and regular spelling patterns to accurately spell known words
- use knowledge of letter–sound correspondence and sight words to write an increasing number of irregularly spelt words
- write consistently and clearly using NSW Foundation Style
- use digital technologies to produce texts, recognising simple conventions, language and functions
- reflect on and assess their own and others’ learning
The following statements describe what a child should know and be able to do in Mathematics by the end of Year 2. 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 2.

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Dot Points</th>
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| **Whole Number**    | • Count forwards and backwards by twos, threes, fives and tens from any starting point  
• Partition numbers of up to three digits using place value eg 326 as 3 groups of one hundred, 2 groups of ten and 6 ones  
• Read, write and order three-digit numbers using an understanding of place value  
• Locate and place three-digit numbers on a number line  
• Recognise, count and order Australian coins and notes according to their value  
• Use the terms more than and less than to compare numbers |
| **Addition and Subtraction** | • Use concrete materials to model how addition and subtraction are inverse operations  
• Use and record a range of mental strategies for addition and subtraction of two-digit numbers  
• Solve maths problems involving addition and subtraction |
| **Multiplication and Division** | • Model and use groups, arrays and repeated addition as strategies for multiplication  
• Model and use groups, arrays and repeated subtraction as strategies for division  
• Record multiplication and division using drawings, words and numerals |
| **Fractions and Decimals** | • Use fraction notation to record halves, quarter and eighths (eg ½)  
• Recognise, describe and represent halves, quarters and eighths of whole objects, shapes and collections |
| **Patterns and Algebra** | • Describe a number pattern in words eg it goes up by threes  
• Name a missing number in a number pattern  
• Solve problems involving addition or subtraction by using number sentences  
• Complete number sentences by calculating the missing numbers eg 4 + ? = 10 |
| **Length** | • Use informal units to record lengths  
• Compare and order the length of shapes and objects  
• Recognise the need for formal units to measure length eg cm and m  
Use metres and centimetres to measure and estimate lengths and distances |
| **Area** | • Compare and order the area of shapes and objects using informal units  
• Record area of shapes and objects using drawings, numerals and words |
| **Volume and Capacity** | • Compare and order the capacity of two or more containers using informal units  
• Compare and order the volume of two or more containers using informal units  
• Record volume and capacity using drawings, numerals and words |
### Mass
- Compare and order the masses of objects by hefting and check using a pan balance
- Measure, compare and estimate the masses of objects using informal units
- Record masses of objects using informal units

### Time
- Use a calendar to determine duration in months, weeks and days
- Use informal units to measure and compare the durations of events
- Tell time to the quarter-hour, using the language of ‘past’ and ‘to’
- Estimate and measure the duration of an event using informal units

### Three Dimensional Shapes (3D Shapes)
- Describe three-dimensional objects using the terms ‘flat surface’, ‘curved surface’, ‘face’, ‘edge’ and ‘vertex’
- Distinguish between three-dimensional objects and two-dimensional shapes
- Represent three-dimensional objects in models and drawings
- Sort three-dimensional shapes according to their features

### Two Dimensional Shapes
- Draw and name two-dimensional shapes in different orientations
- Identify, perform and record the result of ‘slides’ and ‘flips’ using two-dimensional shapes
- Make symmetrical designs with a variety of materials
- Identify, perform, describe and record the result of full, half and quarter ‘turns’

### Position
- Interpret simple maps of familiar locations
- Describe the position of objects in models, photographs and drawings
- Make and draw simple models of various locations eg students make a model of their classroom

### Statistics and Probability
#### Data
- Collect and sort data on familiar topics
- Create displays of data using lists, table and picture graphs
- Interpret information presented in lists, tables and picture graphs

#### Chance
- Recognise and describe the element of chance in familiar activities
- Understand and use the terms likely, unlikely, possible, impossible and certain

**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 a 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 x 4 = 12 AND 4 x 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 6 452 = 6 000 + 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 7/2 (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 x 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 3½ (five and a half as an improper fraction 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. $\frac{3}{3}, \frac{1}{3}, \frac{1}{\frac{3}{6}}, \frac{1}{\frac{6}{6}}$ 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 $15\text{m}^3$ of sand.