



nepeanschool

## End of Year Report 2015



### **Student Support Group**

Parent/Carer:

Class Teacher: Janine and Laurie

Physiotherapist: Jess

Occupational Therapist: Alicia

Speech Therapist: Danielle

Music Therapist: Mary

Registered Nurse: Stacey

Art Teacher: Sandra

Aquatics Teacher: Samantha

Music, Dance & Drama Teacher: Kathryn

### **Learning Priorities**

For .... to -

- further develop literacy and maths skills
- further develop personal and social skills
- maximise independence in all areas
- maintain weight bearing skills for standing transfers
- maintain physical fitness, strength and range of movement

## Personal and Social Learning

... is a caring friend to his classmates and is always up for a fun time. He looks out for others and is taking a more active role as a leader. He has participated in our Circle Solutions program with activities including learning about others, friendships and feelings.



### Topics covered:

My Place in the Community  
Self Esteem Matters  
Relationships  
Celebrations

Civics and Citizenship  
Personal Learning  
Interpersonal Learning  
Social Learning

## Information & Communication Technology



... is very confident with navigating his way through Internet sites and programs such as Word and Publisher and uses keyboard shortcuts with some prompts. He has good typing skills and has particularly enjoyed searching for images of his favourite animals or Minions!

- format text using keyboard shortcut ctrl + C (copy)
- format text using keyboard shortcut ctrl + V (paste) (visual cues) (verbal cues) in a structured session
- format text using keyboard shortcut ctrl + B (bold) (visual cues) (verbal cues) in a structured session
- add a site to Favourites in a structured session (verbal cues) (visual cues)
- use Publisher to create a calendar in a structured session (visual cues) (verbal cues)



## English



.... can read most 100 high frequency words and is beginning to learn the next 100. .... can attempt to spell unfamiliar words and is using the THRASS chart as a tool to assist him with his. When talking, .... can expand his sentence building when given verbal prompts.

- read up to 50 high frequency words without hesitation (verbal cues) (visual cues) in a familiar setting
- answer questions to produce more detailed information on a topic (verbal cues) in a structured session
- produce simple sentences that include appropriate use of nouns, verbs and personal pronouns (visual cues) in a structured session
- recall spelling of high frequency words (verbal cues) (visual cues) in a structured session
- attempt to spell unfamiliar words relying on letter sound relationships (verbal cues) (visual cues) in a structured session



## Gross Motor, Fitness & Mobility



Despite some challenges with his pump and lower limb tone, .... displays a consistently positive attitude toward his physical program and is more aware of his positioning. .... particularly enjoys working hard to beat his personal best in boxing and arm strengthening activities.

- Monitor own position in wheelchair and correct (verbal cues) (physical prompts)
- perform strengthening exercises to improve core stability in a structured session (verbal cues) (physical prompts)
- perform strengthening exercises to improve strength of upper limbs in a structured session (verbal cues) (physical prompts) (coactive PA)
- catch a small ball 5 times from 1 metre in a structured setting (verbal cues)
- kneel in 4 point and lift head upright 5 times 10 seconds (verbal cues) (physical prompts)

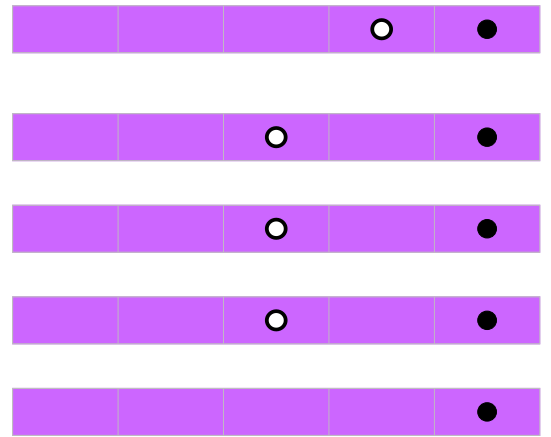


## Mathematics



- count by 5s to a given target up to 100 in a structured session
- use coins to represent written amounts in a structured session (verbal cues) (visual cues)
- use notes to represent written amounts in a structured session (verbal cues) (visual cues)
- model place value using units, tens and hundreds up to 1000 (verbal cues) (visual cues) in a structured session
- can identify dates and months on the calendar (visual cues) in a structured session

.... can recognize all coins and notes and represent amounts using different combinations. He can identify all months of the year as well as identify some important dates on the calendar. .... enjoys counting by 5's to 100 and has a good understanding of place value to recognise big numbers.

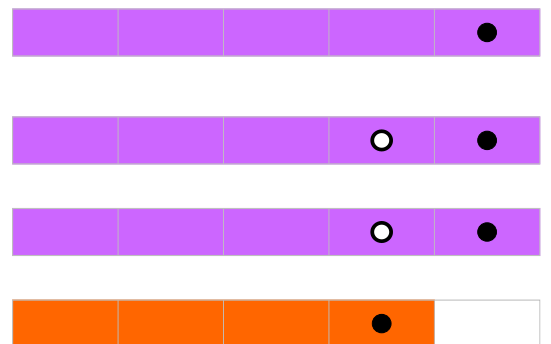


## Aquatics



- stand in the water grasping the rail (coactive MG) (verbal cues)
- push off from the wall and glide (coactive PA) (verbal cues)
- kick on front, with floatation aids, paddling arms (coactive MG) (verbal cues)
- maintain range of movement through stretching in the water (coactive TA) (verbal cues)

.... is a consistent member of our aquatics program each week and works hard with a smile on his face. He has achieved his push off from the wall and glide goal; and he is improving his kicking on front with floatation and paddling arms. Congratulations on your efforts .....





## Play & Leisure



- effectively lead peer group in various games/activities

.... always demonstrates great sportsmanship and team spirit and enjoys participating in different sports such as basketball, hockey, T-ball, soccer and bike education. .... takes up opportunities to lead his peers during games, role play and when leading the group through the Thrass chart.



## Life Skills



- Correctly sequence steps during mealtimes ( visual cues)
- remove pull-over clothing, e.g. t-shirt, jumper in a familiar setting (visual cues)

.... has worked well during Life Skills Topics on hygiene, personal care and in making healthy food options. He has enjoyed making his lunch on Tuesdays and continues to develop his independence during meal times. He is able to remove pull-over clothing with some physical prompts and assistance.



## Learning Focus Topics

.... has participated in a variety of tasks within our Learning Focus Topic such as, 'Personal and Social Histories', where he made a self-portrait using an iPad app and family coat of arms and grew a seedling while exploring living and non-living things in our Biological science topic.



### Topics covered:

History

Science

Geography

Design Technology

Personal and Family Histories

Biological Science

People & Places

Motion & Force

## Art



.... has worked beautifully in Art this year. He has remained very focused on activities. He made an excellent illustrated book on Qantas airlines, a fantastic penguin animal habitat and a very good double decker bus. He also had lots of fun exploring shadow sculpture. Excellent work ....!

- make and present traditional and contemporary art works using own ideas (coactive MG) (verbal cues) (visual cues)
- experiment with materials and tools to produce different results (verbal cues) (visual cues)
- identify a range of simple art techniques and processes (verbal cues) (visual cues)
- identify art elements and principles (verbal cues) (visual cues)



**General Comments**

--

Class Teacher:

Assistant Principal:

Principal:





## Guide to Reading Reports

In line with Department of Education policy, we introduced a 5 point scale to show progress towards learning goals, our staff worked together to develop definitions for each stage.

Working Towards				Achieved
1	2	3	4	5
This skill or concept has been experienced by the student and demonstrated by teacher/therapist.	<i>Modelling and consistent prompts</i> are used to learn new skill or concept.	Students are <i>practising</i> this skill with identified prompts.	Students demonstrate <i>partial understanding</i> and <i>intermittent success</i> with this skill.	Students <i>demonstrate this skill and understanding consistently</i> with the identified prompts.

In the **mid year report** progress was indicated by a black dot on a continuum, as shown below –

- produce simple texts about familiar topics (verbal cues) (visual cues) in a structured session



If your child's **end of year report** has a learning goal with a **solid dot**, this represents a new goal, added to their ILP at mid year. Your child's teacher and therapists can talk to you in more detail about their progress towards this goal.

The **end of year report** will show a **hollow dot** to represent the progress at mid-year and a **solid dot** to represent progress in the second part of the year, as shown below –

- produce simple texts about familiar topics (verbal cues) (visual cues) in a structured session



Your child's teachers and therapists can talk more about your child's progress at the next SSG.

*Together we Achieve the Extraordinary*