

EST. 1880

COMMUNITY | CONFIDENCE | RESPECT

*How high can our fish fly?*

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**f:** Port Elliot Primary School

**Principal:** Brenton Hudson

**Deputy Principal:** Yvette Foster

# Newsletter

TERM 2 – WEEK 8  
18<sup>th</sup> JUNE 2015



**Government of South Australia**

Department for Education and  
Child Development

## Upcoming Events

### JUNE

18<sup>th</sup> SAPSASA Football  
Strathalbyn

19<sup>th</sup> SAPSASA Girls Netball  
Murray Bridge

19<sup>th</sup> Year 6-7 ATSI Nunga  
Language Class at  
V.H.H.S. 1.30pm-3.30pm

26<sup>th</sup> Student Free Day

### PRINCIPAL FOR THE DAY

On the 3<sup>rd</sup> of June, Georgia Perry and Patrick Sroka the school SRC presidents were the principals for the day. They took part in leadership activities, webinar, flipgrid and problem solving. They did yard duty in the morning and afternoon they said it was very interesting to see what it was like to be a principal for the day. They also participated in meetings, said goodbye to a class going on an excursion. They said it was heaps of fun but busy and we hope that next year's principals for the day enjoy it as much as they did. They would like to thank Mrs Robinson our school counsellor for organising the whole event, Darren for setting up the webinar and Mr Hudson for letting us tag along.  
Georgia Perry and Patrick Sroka

### LEADERSHIP

#### New Report Format

During 2014 following feedback from parents and staff it was decided to modify the Port Elliot Primary School reporting format. To do this a committee of teachers and parents was formed. Thank you to parents Kate Overall and Jacqui Brayford plus teachers Kathy Turley, Vicki Lacey and Sandy Warner who volunteered their time. The Australian Curriculum is now almost fully implemented across all schools in South Australia. This requires each specific subject area to be reported against as per the DECD guidelines included over the page:

*Cont.*

## **DECD REPORT GUIDELINES:**

Through the Australian Education Regulation 2013, DECD schools, in common with all schools around Australia, are required to:

- provide two written reports per year (once in the first half of the year and again at the end of the year) to learners and parents/carers, reporting on all learning areas and subjects taught, against any available National standards
- write reports using plain language that is clear and easy to understand
- provide reports in Years 1–10 that are based on 5 achievement levels i.e. A–E grades or word equivalents.

The Report Committee decided to provide parents with more information about what students had focused on during the semesters in each subject. This is now included in a section called *Topics Covered* under each subject heading. Plus there was a need to provide parents with information about the *Achievement Standard* expected at the various year levels. To do this without the report becoming overly cluttered with information a *Report Insert* has been created. This insert is different for each year level and clearly states the expected achievement standard for the student at the **end of the year** or in some subjects at the **end of the next year**. On the last page of the report a larger teacher and student comment has also been included. We hope that the new format is well received and any feedback is welcome via the school email address:

**Students will be bringing home their reports on Thursday 2<sup>nd</sup> July (The last week of term)**

**A guide to the new report format is included on the last page of this week's newsletter.**

Brenton Hudson

## **RESOURCE CENTRE**

### **Book Club**

**Issue 4** Scholastic Book Club orders were processed and sent away by Book Club organisers. Ordered books will be distributed to students before the end of the term.

Parents can view all book club brochures for each age group online at:

<http://www.scholastic.com.au/schools/bookclub/>

Books ordered online will be processed and sent to the school with the school orders. Alternatively parents can write the details of the book/s on piece of paper identifying the brochure name, book title, book code number, price, student's name and classroom. This can be given to Jo at the front office, with payment, and the order will be processed with the school order.

## **e Books: Reminder**

We have recently signed up with Wheelers, a company that manages ebooks for library borrowing. A Port Elliot Primary School ebook borrowing platform has been created which can be accessed at <http://peps.wheelers.co>

All Port Elliot staff and students are registered for ebook borrowing from this platform. Students can ask teachers or library staff to let them know their user name and password and then once the free wheelers' app is downloaded to their device (phone or ipad) ebooks can be borrowed from our Port Elliot elibrary.

We will use the rest of this year as a trial for ebook borrowing and we will be looking for feedback from students and parents to gauge the success of this medium for borrowing. We will continue to add other titles to our ebook library throughout the year.



S Bevan/D Geaghan

## **Compulsory Training for Volunteers**

**RESPONDING TO ABUSE AND NEGLECT-EDUCATION  
AND CARE (RAN-EC)  
INDUCTION FOR VOLUNTEERS**

### **Audience:**

Volunteers interested in working in a DECD school or early childhood setting, **including current volunteers who have not participated in this training in the past three years.**

Training will be facilitated by the South Australian Association of School Parents Clubs (SAASPC).

**Duration:** 2 hrs

**Date:** Wednesday - June 24<sup>th</sup>

**Time:** 4:30-6:30pm

*(Crèche available on request-bookings essential)*

Providing this induction reinforces the valuable role volunteers make in assisting to keep children and young people safe.

**Volunteers must attend this training face to face initially.  
Once completed all volunteers are required to undertake a 3 yearly RAN-EC update either on-line or face to face.**

A handbook and Certificate of Participation will be provided.

To register please contact Jo Colbeck 8554 3399  
or email:- jo.colbeck203@schools.sa.edu.au

## SAPSASA AND PE NEWS

### **SAPSASA KNOCKOUT FOOTBALL, NETBALL AND SOCCER**

Our second round soccer match was played on Friday 12th May at Breakers Oval against All Saints School. We lost a very tight game Final score was 3-0. Congratulations to the boys, they all played so well. Thanks again to Josh for coaching and to Joel (and Chris) for being our lines referee. Thanks to Greg for his assistance also.

Our second round game for football will be played against Unity College Football team at Strathalbyn on Thursday 18<sup>th</sup> June and we will play Bordertown Primary in the Netball at Murray Bridge on Friday 19<sup>th</sup> June. We wish all the teams the best of luck.

Practices are occurring at the following times:

#### **Netball:**

- Thursday lunch on school netball court with Trina Doig

#### **Football:**

- Friday lunch on school oval with Matt Smith (coach) and Trina Doig

### **CAN YOU HELP US OUT PLEASE!**

For football games we need a football umpire, goal umpire, time keeper and scorer. For netball we need an umpire, scorer and timekeeper. If we cannot fill these positions our team will need to forfeit. So please let me know a.s.a.p. if you can assist in anyway. Thank you.

### **SAPSASA BASKETBALL**

Year 5-7 girls and boys have been invited to trial for our school SAPSASA Basketball teams during Tuesday lunch times with Trina. A team of 8 will be chosen for Yr 5-6 girls, Yr 5-6 boys, Yr 6-7 girls and Yr 6-7 boys. The girls play on Wednesday 5<sup>th</sup> August and the boys on Thursday 6<sup>th</sup> August at Morphett Vale. Thank you to Natarsha, Kerry, Kristin and Sheena for volunteering to coach these teams. More information will be sent home with the selected players later this term or early next term.

### **SAPSASA ATHLETICS**

In PE the students have begun their unit of work in Athletics. 100m, 200m, 800m, long jump, high jump, discus and shot put are some of the events that will be covered. Students born in 2005, 2004, 2003 and 2002 will be given the opportunity to trial in the events mentioned above for the school's Athletics team, which will compete at Victor Harbor Primary on Friday 28<sup>th</sup> August. More information will be sent home with the successful athletes next term once all trials are completed.

### **SAPSASA DISTRICT HOCKEY**

Congratulations to Muskan, Shanice, Mallee and Hassan who have been chosen to represent our Southern District in Hockey (held in Week 9). They will play in a week long carnival in Adelaide. We wish you an enjoyable experience.

Hassan has also made the 12 and Under SAPSASA State team travelling to Perth in August. This is an outstanding effort as he doesn't play in the metro comp so has come in to the team as a complete unknown.

Muskan is in the training squad of 24 players for the SASPASA State cricket. She will find out after the July holidays.

### **SAPSASA DISTRICT CROSS COUNTRY**

We had 7 competitors compete for our Southern District at Oakbank for the State Cross Country event on Thursday 4<sup>th</sup> June. Well done to Sunset, Jye, Ryan, Achol, Kasper, Luke and Eli. By all accounts they had a very rewarding experience, competing against other students from other Districts.



Trina Doig and Kerry Dodd ☺ ☺

### **PERFORMING ARTS**

**TERM 2 CONCERT 2015**

*As a part of the Performing Arts curriculum all students will be performing in the school concert in Week 10 this Term.*

<b>R - 4</b>	<b>Wednesday 1<sup>st</sup> July</b>	<b>6:30pm</b>
<b>5 - 7</b>	<b>Thursday 2<sup>nd</sup> July</b>	<b>6:30pm</b>

- Students are to be dropped off to their classrooms at 6:10pm.
- Gold coin entry to the Gym for audience members.

*We look forward to seeing you there!!*

### **Head lice**

Head lice have been detected in several classes. Please check and treat your child's hair regularly to keep these critters at bay.



## PARENT NETWORK

Ice creams are available lunch-times on Wednesdays and Fridays. Thank you to the 7 parents who volunteered to sell this term. More volunteers are needed to keep this running, please consider whether you can help once or twice a term.

Frozen Yoghurt 80c  
Juice Sticks \$1.00  
Fandangles \$1.50  
Milo Scoops \$2.50

*Parent Network is run by volunteers. 100% of all money raised is invested back into the school with a focus on fun and educational experiences for all students.*

Parent Network Committee

## SCHOOL NEWS

### **5:02 and 5:08's EXCURSION**

Last Wednesday Mrs Fyfe and Mrs Allsop's classes went on an excursion. We had an awesome time. Mrs Fyfe showed us around Basham's beach and also showed us some significant places for the Local Aboriginal People. We saw Seal rock (from the Dreamtime story we have been learning about). We tasted some traditional Aboriginal bush tucker and read about the local history on displays. The visit to the Whale centre was fantastic and very informative especially the experiment on how different types of whales eat.



#### Our Excursion

"We went to Bashams beach. We saw a birth bath. No boys were allowed in the birth bath. Then we saw the seal trapped under a big rock. We tried bush spinach. I liked it but I didn't like the sea salt. Then we had recess. We got on the bus. We got off the bus and played on the train park. We had lunch. My mum came. She gave me a lollipop. We went to the Whale Centre. We had a treasure hunt. We played pirates. We learnt about how whales eat and did an experiment. Then we got on the bus and went back to school. I had a good time".

By Riley O

### **Cows Create Careers**

The two year 6/7 classes cared for two calves over 3 weeks. They worked in teams to feed and care for the calves. They also needed to complete a project on the Dairy Industry and Calf Rearing that included a 3d model, a scientific report, a letter of thanks and a funny photo. The two classes would like to thank Dairy Australia, Mandy and Gino Pacitti from Misty Brae dairy and Rebecca from Alexandrina Cheese Factory for their support and assistance with the project.

**Please support our local farms and buy branded milk from the supermarket next time you shop!**

"We really enjoyed the cows create careers project and I wish I could do it again. Gino and Mandy were kind enough to give us two calves for the three weeks and we enjoyed them being here. It was fun to feed them in the morning and afternoon and clean there pen and fill up there food and water. It was a bit sad when they had to go but it was good while they were here. Our school loves this program and hopes to continue it".

*Harry, Liam R, Miranda and Aaron*



"We have learnt so much in this amazing Cows Create Careers experience and we have all enjoyed it so much. We have learnt how many Dairy Industry path ways there actually are, who would think there would be this many! We have also learnt about the lifecycle of a cow, as shown, and also about just what it takes to run a Dairy farm, especially after going out to a real dairy farm and even getting to milk the cows.



At the Dairy farm we also saw one of their bigger show cows Paris, she is eight years old and weighs approximately 700 kg, but they get a lot bigger than that because sometimes they live up to twenty years of age! Let's see if Paris can reach that..."

*Brayden, Violet, Georgia, Cambell*

# Indaba...Indaba... Indaba Bush Camp



On the 19th and 20th Of May, Ms Reedy's Year 4 students went on a fabulous camp to the Zulu meeting place at Monarto Zoo Indaba Bush Camp. It was an exciting and inspirational camp and I would like to share some of the children's comments with you.

African Safari...spotted hyenas...beautiful and graceful giraffes..black rhinos. .cheetahs American bison...southern white rhinos..... barbary sheep....zebras...przewalski horses...so many animals...toasted marshmallows on the campfire... lions roaring at night time...hammocks to lay in...trees to climb...an amazing bone pit...a well to get water from.....colobus monkeys doing amazing parkour.....behind the scenes.....day enclosures...night enclosures... scrub...kangaroos and emus...sunrise with the giraffes...swags...sleeping in a shearing shed...playing spotlight...nightwalk.....rhino poo.....naughty chimpanzee... ...ranger station.....junior keeper beads.....passport lanyards..giraffe chewed wood.....the cutest chimp ever...fascinating enclosures...

**IT WAS REALLY FUN...TOTALLY AWESOME!**

Chris Reedy

## INDONESIAN

### Kabar Bahasa Indonesia

During week 3, our school was the first school on the Fleurieu to host Ibu Mia from Indonesia. Ibu Mia comes from a tiny Indonesian island called Batam which is actually closer to Singapore than Sumatra! It only takes 35 minutes by ferry to get to Singapore, a trip she encourages everyone to try!

While at PEPS, Ibu Mia worked with and talked to all classes about Batam as well as answering any student questions about herself. We all learned that her dresses are called a 'gamis' and her head scarf is a 'jilbab'.

Students were in particular fascinated with Ibu Mia's jilbab and asked many questions including:

- Do you sleep with your jilbab on? (not usually although it was so cold here that on some nights she did!)
- How do you get your hair cut? (There are women only hairdresser shops where women can take off their jilbabs and relax)
- How do you put the jilbab on? (Ibu Mia demonstrated with a teddy)
- What is that thing under your jilbab and why do you wear it? (it's called a ciput and it helps to both keep the jilbab in place and make it smooth.)

For their second lesson, middle and upper primary students were given a cooking lesson. Ibu Mia chose to cook a simple recipe that her sons love to eat as a snack and it was very popular here too! While cooking, Ibu Mia spoke to the students in Indonesian using mainly the vocabulary we have been focusing on this year which was brilliant. Students find it so much easier now to understand our Indonesian visiting teachers since they have been learning Indonesian via TPRS (Teaching Proficiency through Reading & Storytelling) in the Indonesian classroom. Exciting times!

Here is Ibu Mia's recipe:

### Mie Goreng Telur Ala Ibu Mia

#### Ingredients:

1 packet instant noodles

1 egg

1 spring onion

1/8 red onion

A pinch vegetable stock or the spices from the noodle packet  
Garnish; coriander

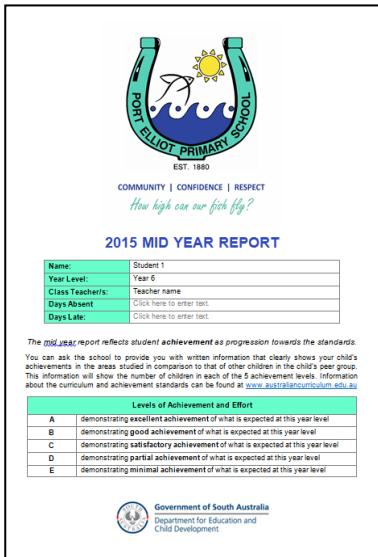
#### Method

1. Soak the noodles in boiling water till cooked.
2. Chop the onions.
3. Mix and stir all the ingredients together.
4. Put pikelet size drops of mixture into a hot pan. Flip when cooked.
5. Serve with extra spicy sambal (ABC brand) and a sprig of coriander



Photo: Adin H & Ibu Mia

# Port Elliot Primary School New Report Format Guide



Front Cover

**Report Insert:**  
The expected Australian Curriculum Achievement Standard for the students year level.  
Note: Some outcomes are measured over 2 years.

Pages 1 and 2 include each :  
subject, grades and topics covered

ENGLISH	ACHIEVEMENT	EFFORT
TOPIC'S COVERED:	A B	A
Genres covered include exposition, narrative and photo story writing with a focus on correct structure, detailed and descriptive word choices to support their writing. Revision of simple and compound sentences, punctuation, capital letters, full stops, commas, apostrophes, clauses and phrases. Weekly word lists to revise blends, digraphs, suffixes, prefixes, word meanings and usage, antonyms, synonyms, similes, analogies and homophones.		
MATHEMATICS	ACHIEVEMENT	EFFORT
TOPIC'S COVERED:	B	A
Notation and place value of numbers, odd, even, prime, composite and square numbers, tables from 2-12, addition and subtraction of numbers to 1,000,000, multiplication by 1-3 digit numbers, time measurement and use of timetables, finding the perimeter and area of shapes. Properties of circles, types and measurement of angles and speed and accuracy learning in + + +.		
SCIENCE	ACHIEVEMENT	EFFORT
TOPIC'S COVERED:	C	A
Animals and plants - both structural and behavioral- to cope with their changing environments. Looking at and making electrical circuits to understand how they work.		
HUMANITIES AND SOCIAL SCIENCES:	ACHIEVEMENT	EFFORT
GEOGRAPHY	D	A
TOPIC'S COVERED:		
Asia and Australia relationships and their importance to individual Asian countries and to Australia. Understanding the cultural, geographical, economic and social diversity within Asia. Establishing contacts with our sister school in Medan and exchanging information about our two countries and lifestyles.		
HISTORY	E	A
TOPIC'S COVERED:		
Overview of the early exploration of Australia, early settlement and the expansion of settlement, with particular focus on local history and life in the 1800's.		
CIVICS AND CITIZENSHIP	A	A
TOPIC'S COVERED:		
Understanding what it means to be an Australian citizen, what the levels of government in Australia are and what their roles are.		
ECONOMIC AND BUSINESS	B	B
TOPIC'S COVERED:		
To explore and understand the difference between needs and wants in our lives and how our choices can be influenced.		
TECHNOLOGIES:	ACHIEVEMENT	EFFORT
DESIGN AND TECHNOLOGIES	C	A
TOPIC'S COVERED:		
Design and properties of levers, types of levers and the construction of levers. Using joining techniques in cardboard constructions.		
DIGITAL TECHNOLOGIES	D	A
TOPIC'S COVERED:		
Researching, identifying relevant information and saving in Publisher, Power Point documents and then share file. Using Photo story, Photo and Movie to showcase creativity and stories.		

REPORT INSERT Australian Curriculum Year 3 Achievement Standard ENGLISH		
receptive modes (listening, reading and viewing) By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They briefly explain the main ideas and connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They refer to other views and respond appropriately.		
productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.		
Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.		
<b>MATHEMATICS</b> by the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.		
Students count to and beyond 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students mentally count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.		
<b>SCIENCE</b> by the end of Year 3, students use their understanding of the movement of the earth, matter and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.		
Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.		
<b>HUMANITIES AND SOCIAL SCIENCES: GEOGRAPHY</b> by the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected counties and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.		
Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.		
<b>HUMANITIES AND SOCIAL SCIENCES: HISTORY</b> by the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.		
Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.		
<b>TECHNOLOGIES: DESIGN AND TECHNOLOGIES</b> by the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.		
Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.		

SCHOOL VALUES					
COMMUNITY	EXCELLENT	GOOD	SATISFACTORY	PARTIAL	MINIMAL
Considers the rights and feelings of others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects the rights of others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect towards others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carries out class room responsibilities and routines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RESPECT</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>PARTIAL</b>	<b>MINIMAL</b>
Shows positive relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considers the rights of others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect and developments with care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect and developments with care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates positively in groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONFIDENCE</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>PARTIAL</b>	<b>MINIMAL</b>
Shows confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demands strong choices in her actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows a positive attitude towards learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wants challenges	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STUDENT COMMENT</b>	I think that as far this year I have learnt how to do things a bit better than I did before. I already knew how to do things but I have learnt how to do them better. I have learnt how to work with my friends and making friends. I have learnt how to work with my teacher. What I might need to improve on is Maths like my times tables and what I want to learn is long division. I am looking forward to next year I think I will do better.				
<b>TEACHER COMMENT</b>	convinces effort and standard of this semester. She is positive in her approach to her work and the quality of her work is evident. She has the ability to work independently and this is helped by her organisational skills. Her handwriting is very neat and accurate. Being involved in Quickstart for three years has certainly helped her handwriting. She has a good knowledge of English and accurate use of words reflects her control of the technology. Her involvement in class and group work still needs to be higher but she is gradually becoming more engaged. She is a good role model for the younger children in the class and is more stronger this year which is a positive advancement and a reflective year growing self-confidence.				
<b>PRINCIPAL COMMENT</b>	Congratulations Student on your excellent grades in achievement and effort. Well done for concentrate on the tasks we set you. You have shown great resilience and determination to succeed. This has helped you to be in the top 15% in Mathematics and a great achievement. Keep up this manner throughout in Terms 3 and 4.				
Teacher Signature	Leadership Signature				

Back Cover:  
Student values, teacher comment, student comment and leaders comment.