



$\delta^a \rho^* \neq \partial$



$\hat{u} \delta \neq \hat{u} \neq \rho$   
 $^a \in \hat{y} \leq \hat{s} \hat{a} \hat{y} \hat{\Gamma}$   
 $\hat{\Gamma}^o \in \hat{a} \hat{\rho} \hat{R}, ^a \hat{i} \hat{R} \hat{a} \pm$

$\partial \hat{i} \pi^a \hat{\rho} \hat{\Gamma} 07 \cdot \hat{a}$   
 $\hat{O} \leq \hat{o} \hat{\Gamma} 1:30 - 2 \hat{9} 2 /$   
 $^o \hat{\rho} 4:30 - 5 \hat{9} 2 /$

$\hat{y} \hat{G} \hat{\Gamma} \hat{u} \geq \hat{i} \hat{s} \hat{\Gamma} \hat{a} \leq \hat{c} \hat{N} \hat{a} \hat{e} \hat{u} \hat{i} \hat{u} \hat{L} \leq \hat{a} \leq \hat{\Gamma} \hat{u} \hat{\Gamma} \hat{u} \hat{R} \hat{x}$



ΓϠ ũ ρ γ μ δ<sup>a</sup> ς ũ Π

øð ¥£ϣ π ŷ Η {æ μ áð ũ€≤ρϣϣϣ  
æΠ ũ Η • øřøð Ñũ Τ øÑ øΗ ũ ρ z μ ρΠ  
žΣÁ≠ ũ [≠€øΗ≠Æρ } ± ũ€≤á × Πα Π¥ř.ř e ũ€  
ũŶ æŁð ρ± žΣũ ≠ ũ [≠€øÑ ° Zz ≠ ũ [≠€øΗ

øð }æ æŁð ρ± ũ ú z • ØĖ Πø€Ñ¥úϣ • ±π  
â Π®ϣ δř® z {π ΗΠ π ŷ Πũ€ũŶ ¥-ρ≠€  
øΗ







Berwick Fields Primary School

Username

Password

Sign in

Remember me

Can't access your account?

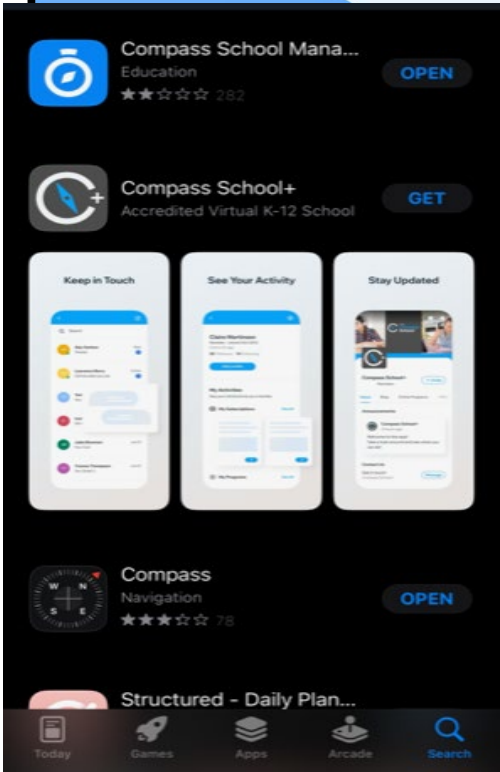
û Ł≤æ ∂ Лπ ŷ† {± û Sæ Eû ΓΠ

<sup>a</sup> €æ ρℓ ℝ:

compass.education ≤Π • ρÑï â Π  
π ŷ† ± ≤Π ŷÁπ û û ΓΠ

‘¥€ŷ ≥ iš τæ ŷ ρ∂ Γψ δûâτ’  
ü ú Лâ Π£ π Л

y ≤± €≤ ℝ û ŷ™â Π≤ ρæ<sup>a</sup> ™æ €  
π ŷ† ± û ΓΠ



∂ ŷϕ π Ö≤:  
• y ≤± €Ö≤ δ ℝ Γæ Eû Ł≤æ δûâτ ∂ S € Π ™β ± π ŷ™û ΓΠ  
• ‘¥€ŷ ≥ iš τæ ŷ ρ∂ Γψ δûâτ’ ü ú Л  
• y ≤± €≤ ℝ û ŷ™â Π≤ ρæ<sup>a</sup> ™æ € π ŷ† ± û ΓΠ



û Ł ≤ æ ø ŵ ≤ € ' a € æ ρ ℝ

Compass

Berwick Fields Primary School

Parent Student Teacher Conference  
Getting to Know You Conferences 2023  
[Click here for booking](#)

My News

2 days ago

Newsletter and Assembly Link

Good afternoon Berwick Fields Community  
Please find attached a this weeks newsletter and the Assembly link from today.  
<https://youtu.be/sBL3XnH5JEE>  
Have a great weekend.  
kind regards  
Berwick Fields Administration

5 days ago

Lockdown now finished

Dear Parents,  
Police have advised that all perpetrators have been apprehended in the nearby area and we are able to safely move about the school as per normal. The lockdown has now been

Profile (Attendance, Schedule, Reports)  
Send email to teachers  
Add Attendance Note (Approved Absence/Late)  
**View Academic Reports**  
Book Parent Student Teacher Conference



y ≤ ± € ¥ İ £ € ũ ï  
ı Ꞥ ú ℝ x Ø Ğ ± € ũ € π Ñ:  
• π ŷ { ± û Ꞥ € ũ €  
¥ ρ z ≤ û ú ø ŵ  
≤ € ŵ ũ ρ Ø € ρ  
• y ≤ ± € ¥ İ £ € ũ ï  
ı Ꞥ ú ℝ x Ø Ğ ± € ũ €  
π Ñ+ y û ρ ŵ û  
ı Ꞥ ú ℝ x Ø Ğ Ꞥ Ꞥ Ꞥ  
ŷ Á π û û Ꞥ Ꞥ

û Ł ≤ æ ø ŵ ≤ € ' a € æ ρ Ⓜ

Berwick Fields  
Together We Achieve

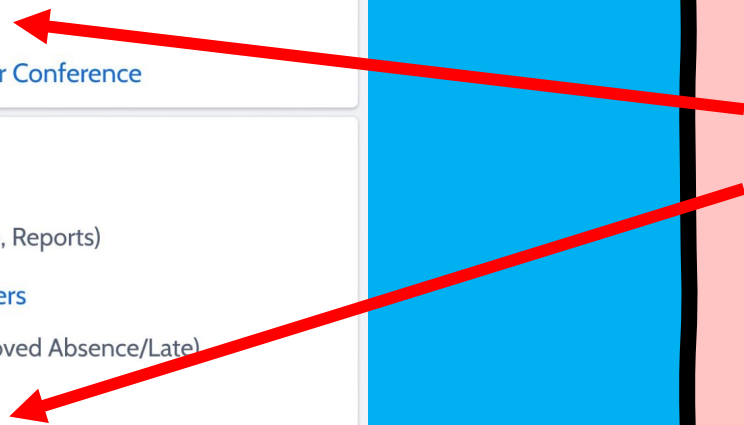
Parent Names of Students  
Berwick Fields Primary School

Student Name

- Profile (Attendance, Schedule, Reports)
- Send email to teachers
- Add Attendance Note (Approved Absence/Late)
- View Academic Reports
- Book Parent Student Teacher Conference

Student Name

- Profile (Attendance, Schedule, Reports)
- Send email to teachers
- Add Attendance Note (Approved Absence/Late)
- View Academic Reports
- Book Parent Student Teacher Conference



y ≤ ± € ¥ Ì £ € ù ì  
∩ ∫ ú Ⓜ x Ⓜ ± € ù € ∏ Ñ:  
• Σ ŵ z ≤ û € ð û á π  
∂ ∏ Ñ ù æ € y ∞ ù  
¥ Ì £ € ∅ H ≠ ú  
z ≤ û ú ù ~ Σ € û €  
∏ Ñ ù ∏ Σ ρ  
∅ ∞ ∏ ± ∫ ø ú ∫ ∫



$\hat{u} \quad \mathbb{L} \leq \mathfrak{a} \quad \emptyset \hat{w} \quad \leq \mathbb{E} \quad ' a \quad \mathbb{E} \mathfrak{a} \rho \{ \mathbb{R} \}$

Compass Quick Actions  
 Search for people, activities and more...  
 Student: Student Name/ Year Level/Class Active  
 Dashboard Schedule Personal Learning Tasks Attendance **Reports** Analytics Insights Pulse  
 Student: Celeste LYNCH  
 Student Details  
 Today's Attendance: ● ● ●  
 Contact + Add  
 Tuesday, 04 June 2024  
 8am  
 9am 9:00: GEN05\_5B - (Home Group Year 5) - AW00  
 10am  
 11am  
 Student Chronicle  
 Add Chronicle Entry Tools Date Filter: This Year  
 Chronicle Summary  

	2024	Total
A General Templates	0	14
Attendance Notifications	0	3
Compass Sickbay	0	22
Support Plans	0	1

 Individual Learning Plan (ILP)  
 Displaying entries made between 1/1/2024 and 31/

1.  $\{ \mathfrak{a} \hat{u} \in \mathbb{Y} \rho \emptyset \cup \mathbb{F} \mathbb{X} \mathbb{R} \} \leq \mathbb{I}$   
 $\hat{y} \mathbb{A} \pi \hat{u} \quad \hat{u} \quad \mathbb{I} \mathbb{I}$
2.  $z \leq \hat{y} \mathfrak{a} \cup \mathbb{F} \mathbb{X} \mathbb{R} \hat{u} \quad \hat{u} \quad \mathbb{O} \mathbb{E} \pm \rho$   
 $\mathbb{L} \rho \neq \mathbb{E} \mathbb{O} \mathbb{H} \} \mathfrak{a} \leq \mathbb{I} \hat{y} \mathbb{A} \pi \hat{u} \quad \hat{u} \quad \mathbb{I} \mathbb{I}$

Compass Quick Actions  
 Search for people, activities and more...  
 Student: Student Name/ Year Level/Class Active  
 Dashboard Schedule Personal Learning Tasks Attendance **Reports** Analytics Insights Pulse  
 Reports  

Reporting Cycle	School	
2024 - Semester One	Berwick Fields Primary School	
2023 - Semester Two 2023	Berwick Fields Primary School	✗
2023 - Semester One 2023	Berwick Fields Primary School	✗
2022 - Semester Two 2022	Berwick Fields Primary School	✗
2022 - Semester One 2022	Berwick Fields Primary School	✗
2021 - Semester Two 2021	Berwick Fields Primary School	✗
2021 - Semester One 2021	Berwick Fields Primary School	✗
2020 - Semester Two 2020	Berwick Fields Primary School	✗
2020 - Semester One 2020	Berwick Fields Primary School	✗
2019 - Semester Two 2019	Berwick Fields Primary School	✗
2019 - Semester One 2019	Berwick Fields Primary School	✗

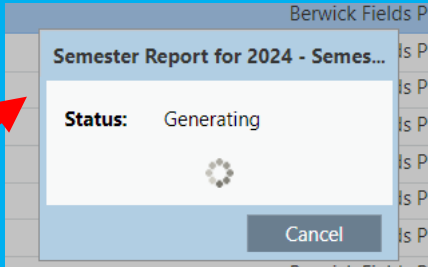
 Progress Reports  
 Cycle: No reporting cycles Export as PDF





# û Ł ≤ æ ø ŵ ≤ € ' a € æ ρ { R }

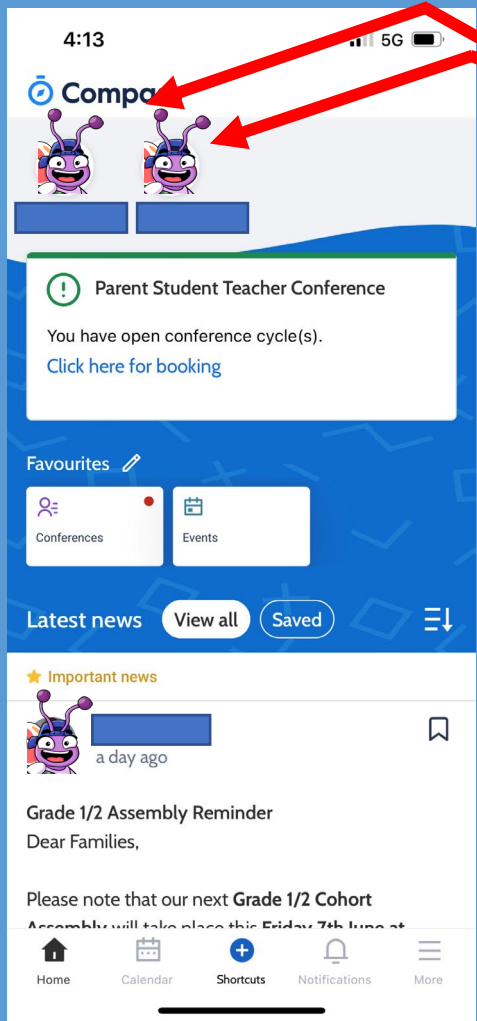
- ¥ z ≤ a ø u f x £ f  
π € € ø H • æ € z ≤ Ø ± ρ  
£ ρ ≠ € ø H ≠ ú Ñ ũ ≤ ü,  
y ≤ ¥ ü Á æ Ŵ ũ ρ Ø € ρ
- ¥ u f x T M ± π v T M ø ú  
• ρ Ñ † ζ ≠ ú Ñ ũ â Π  
≤ ü, y ≤ ¥ ü Á æ Ŵ ũ ρ  
Ø € ρ
- ≤ € û € Ø Ñ ~ ≤ Π û i  
à Π Ñ ũ ± € ũ i à Π  
≠ ç Π Ŵ ũ ρ Ø € ρ
- u f x ü ú ± € ũ π Ñ  
{ æ ≠ ç Π ≤ Π ŷ Á π û  
û Π



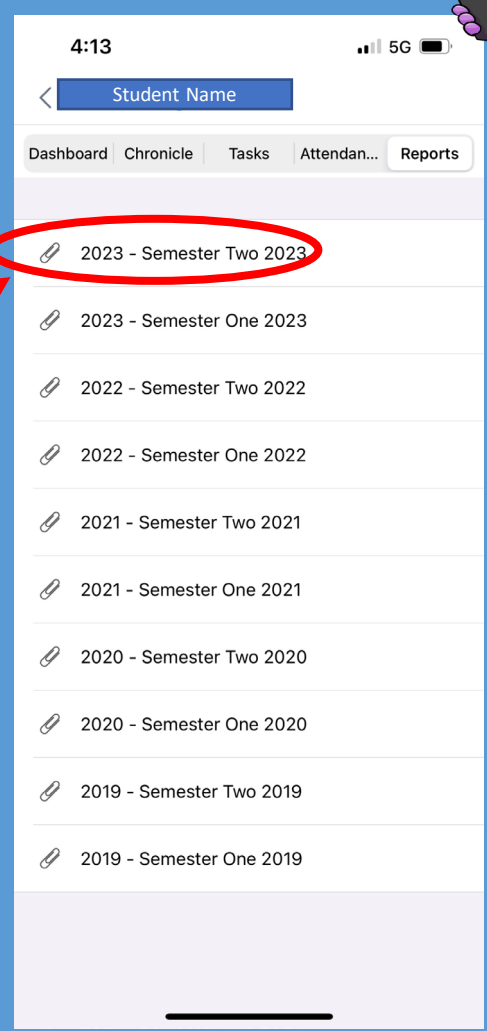
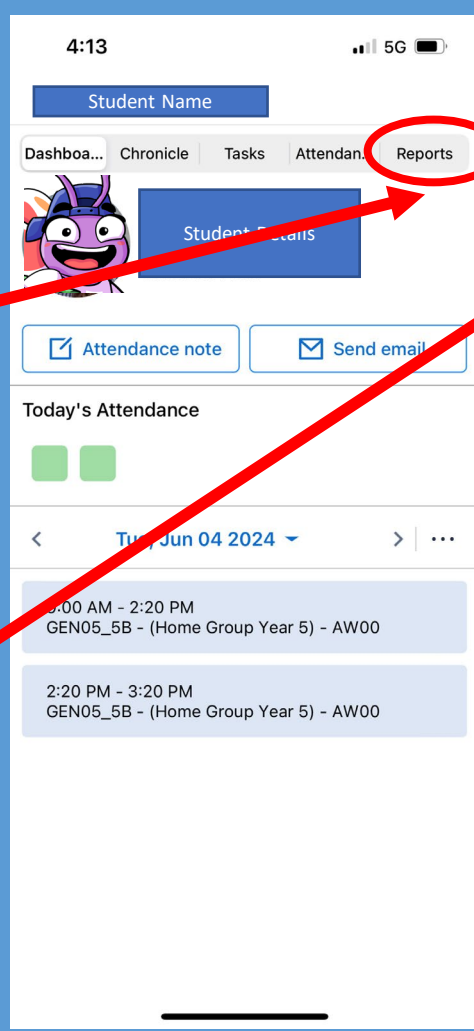
- u f x z ≤ û € ũ, Σ Π Σ ρ π S R i x  
≤ Π ≤ ç T M Ñ û € H ≤ ø J ũ f t € ç
- ≤ ç T M Ñ ü ú ± € ũ € ¥ ρ ø z ≤ { æ €  
y ≤ ± € T M ρ æ ≤ Π æ € û Π æ û ≠ €  
ø H



û Ł ≤ æ ø ŵ ≤ € ' a € æ ρ ( R )




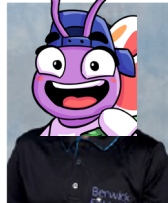
1. } æ § ρ Γ ≤ Π ŷ Δ π û  
û Π λ ŷ • æ û ï υ Ϛ ú ρ x
2. Σ ø § ρ Γ ù ŷ ŷ ρ π ≤ Π  
ü ft € ρ
3. υ Ϛ ú ρ x Ⓜ ≤ Π ŷ Δ π û  
û Π λ
4. } æ æ € Ⓜ Π υ Ϛ ú ρ x ≤ Π  
ŷ Δ π û û Π λ ŷ • æ € z ≤  
Ⓜ ± ρ £ ρ ≠ € ø H 1 / 13  
, æ € Ⓜ Π a ± 1 / 13 (
5. Σ ø z ≤ û € ŷ ú ± ≤ Π  
ü ft • ρ Ñ † ρ † υ Ϛ ú ρ x  
Ⓜ ± € ü € π Ñ ~ ≤ Π  
â Π ± ç € ð † ü ρ û Π λ



û Ł≤æ ∂ Π§ ρŧ υϚúRxû ρ √ ρû ρ

∂ û ≤Ϛ



  
 Berwick Fields Primary School  
 Student Report  
 2024 - Semester One  
  
 Student Name 6B

υϚúRx<sup>TM</sup> β ± π υ<sup>TM</sup> Ϛú  
• ρ± €≤ΠΣø ≤€  
ü ft €ρ



û ç ρ □ ç û u ƒ ú<sup>RX</sup>

≤ 100 3

EAL - y ï € ç Ñû y Ÿ u ƒ ≠ μ ρ ϕ

1. Σ Ŵ δ ρ ƒ Π û ú EAL ≤ ρ Σ ƒ ∂ ≤ Π  
 ƒ Ÿ ± ≠ û Σ ρ • ρ ƒ ρ ϕ ≠ ú Σ ϕ  
 æ μ ƒ ≤ 100 y † π € ≤ 100 ≤ Π  
 Ŵ ü ρ 0 € ρ

2. æ μ ç δ ρ ƒ Π û ú {æ ≤ Π ƒ Ÿ ± ≠  
 ± ø ï û Σ ρ • ρ Ñ † ρ † {æ<sup>a</sup> ρ Σ } ±  
 δ ρ ƒ Π û € Ÿ ° ø ƒ € EAL æ ∂ á ∂ Π  
 μ ρ † π Σ ρ ϕ Σ ρ Ÿ ± û € û Ł ≤ æ  
 û Ÿ ρ π ≤ Π EAL ø \$

± ú<sup>9</sup> Σ Ŵ û æ ç δ ρ ƒ û ú EAL  
 ≤ ρ Σ ƒ ∂ ≤ Π ƒ Ÿ ± ≠ û Σ ρ • ρ ƒ ρ  
 ϕ ≠ ú } ° ø ƒ y ï € ç ≤ ρ Σ ƒ ∂ ≤ Π û Ÿ  
 y ï ± ø ï ∂ π € ρ

EAL Pathways												
	BL			B1			B2			B3		
	Beginning BL.1	Consolidating BL.2	Achieved BL.3	Beginning B1.1	Consolidating B1.2	Achieved B1.3	Beginning B2.1	Consolidating B2.2	Achieved B2.3	Beginning B3.1	Consolidating B3.2	Achieved B3.3
Speaking and Listening - EALBSPL										ⓧ	●	
Reading and Viewing - EALBREA											●	ⓧ
Writing - EALBWRI											●	

**Legend**

- Current level of achievement
- ⓧ Previous result from x months ago
- Your child's progress

û ÿ ρ □ ÿ û u ¶ ú<sup>Ⓡ</sup>x

1

1. û ρΣxz Ø≠Π  
 • 4 y ï û ρ ≤ δ ρ ± ρ  
 2. y ï € ζ + † □ ≠ â Π æ δ ç ρ  
 □ ÿ ρ  
 • Σ ≤ u ¶ Σ § ρ ¶ Π φ<sup>a</sup> ρ ¶  
 æ € € ¶ û € Ø ¶ ± ≠ ζ ±  
 □ Ω Σ Π δ Λ ù ρ ≠ □ ÿ ρ û ï  
 ž Σ ρ ð Σ ρ û ¶ ≠ € Ø H  
 • û ~ Σ €<sup>a</sup> Ω x ð ≠ Π ≤ Π Ñ û  
 y π † □<sup>a</sup> Π ø ú † ρ + • ú  
 } ± û € φ<sup>a</sup> ρ ¶ ù ρ ≠ □ ÿ ρ æ €  
 δ € ü ρ Ñ † ρ

2

Work Habits	Needs Attention	Acceptable	Good	Very Good	Excellent
Effort	----- ----- ----- ----- -----				●
Self management	----- ----- ----- ----- -----				●
Engaged in learning	----- ----- ----- ----- -----				●

**English Learning**

This semester in Grade Six, students have:

- Written different types of texts that are used to persuade, inform and entertain.
- Focussed on the importance of interesting beginnings in writing to engage the audience.
- Explored elements of narrative including exposition (story beginnings), rising action, climax, falling action and resolution (exciting endings).
- Crafted and presented persuasive speeches linked to government and elections.
- Been engaged in daily discussions where they have been encouraged to clarify content and challenge the ideas of others.
- Prepared content to share with others through Literature Circles in order to connect with our novels at a much deeper level.
- Been building their ability to use evidence from a text to support answers to comprehension questions.
- Evaluated the actions and traits of characters in texts.
- Discussed the author's purpose in both published and personal writing.
- Studied class novels and picture story books such as 'Holes' and 'Home to Mother'

**Mathematics Learning**

This semester in Grade Six, students have:

- Explored number properties such as factors, multiples, prime, composite, triangular and squared numbers.
- Investigated place value from thousandths to millions and beyond.
- Had opportunities to convert between units of measurement, for example, metres to centimetres.
- Read and interpreted a range of data and graphs and explored how these are used in the world beyond school.
- Justified their mathematical thinking using a range of strategies.
- Solved various worded problems using a range of mathematical strategies.
- Investigated a range of strategies to solve fractions equations, simplifying and making equivalent fractions.
- Explored the relationship between fractions, decimals and percentages.
- Researched the likelihood of the probability of events occurring and then represent probability outcomes as a fraction, decimal and percentage.
- Engaged in activities to build automatic recall of multiplication facts.

**Inquiry Learning**

This semester in Grade Six, students have:

- Explored the expression of emotions and how this can impact on relationships with others.
- Been provided with opportunities to experience various team roles including leadership, and to reflect on their performance in group tasks.
- Developed an understanding of the three levels of government in Australia.
- Explored the role of representative democracy in Australian society, the rights and responsibilities of Australian citizens and how individuals can make a difference.
- Investigated how Federal elections work and how bills become laws.
- Looked at Victoria's protected places including why they are protected and how we can achieve a balance between human impact and recreational use.
- Researched the various ecosystems found in Victoria and considered how they are each uniquely different.
- Identified the links between these areas and their significance to Indigenous Australians.

û ÿ ρ □ ÿ û u ƒ ú x

1

1. ° Π â Π δ û á τ ∂ Λ æ ç ü ± € ∂ Λ  
æ ø ρ Σ ≠ ρ

- Σ ø ∞, ≤ ∞ ∫ ≠ ρ Ñ † ∫ □ û δ û á τ  
z ≤ û € ∫ Ì £ € ù € π Ñ Á Σ ρ  
û ƒ ρ • ρ † Π ù € ρ â Π z ≤  
y ≤ ± € ∫ Ì £ € ù ï □ ÿ ÿ ρ ∂ Λ  
æ ø ρ Σ ≠ ρ û € π Ñ ° Π ≤ Π Á Σ ρ  
û Π æ û ≠ € ∂ Η

2

2. □<sup>a</sup> û π ρ † ∫ ρ † Π û € π Ñ û ρ Σ κ ∂

- Σ ø u ƒ ú x û € π } ± ∫ ρ † Π û €  
π Ñ ∞ ù ρ • ρ Ñ † ∫ ∫ ° ∂ Λ  
□<sup>a</sup> ĝ ≤ ú ∞ ≠ □ Σ ρ • ρ ≠ ρ ∂ S  
≠ ρ û ∂ ρ ≠ β ≤ ≠ ρ û ú } ± û €  
∫ Ì £ € ù € ∫ ρ † ∂ Λ ∫ □ ∞ û  
• ρ ± û ρ † ∂ π æ û €

To build on [student]'s learning at school, next semester the focus will be on:

[student] will continue to receive specific feedback about her writing such as content, structure and paragraph writing. She will continue to develop her Post it Note thinking whilst reading to assist her to think more deeply about the text she is reading. [student] will continue to solve equations containing algebraic expressions, when the values are known. For example,  $x+3=y$ . What is y when  $x=4$ ?

To support [student]'s learning, at home you could:

Continue to encourage [student] to write letters or emails to friends or family so she can practise her writing skills such as punctuation, spelling, adding interesting facts or details, revising and editing. Have [student] investigate costs for family trips together. For example, a visit to a theme park may include transport costs, entry ticket and food costs.

**Program for Students with Disabilities** Teacher: Classroom Teacher's Name

As a student funded under the Program for Students with Disabilities we aim to celebrate the diversity of our students needs and to provide accurate and continuous feedback on student progress.

This 'progress' format provides information on your child's progress within Victorian Curriculum levels and to recognise and celebrate the individual progress your child continues to make. This chart aims to show their level of progress in terms of their growth in learning over the last Semester.

Work Habits	Needs Attention	Acceptable	Good	Very Good	Excellent
Reading and Viewing	----- -----●-----				
Writing	----- ----- -----●-----				
Speaking and Listening	----- ----- ----- -----●-----				
Number and Algebra	----- ----- ----- -----●-----				
Measurement and Geometry	----- ----- ----- -----●-----				
Statistics and Probability	----- ----- ----- -----●-----				
Personal and Social Learning	----- -----●----- -----				

□<sup>a</sup> ° □; u ƒ ũ R X

□<sup>a</sup> ° □; { ± ≤ Π u ƒ ũ R X O H I C

1. ũ ρ Σ x z O ≠ L, 4 y ũ ũ ρ ≤ δ ρ ± ρ
  - ũ Σ ρ æ
  - ž Σ<sup>a</sup> ø ρ Π
  - ∂ ± ũ<sup>a</sup> æ
2. ũ ρ Σ x z O ≠ □<sup>a</sup> a Π
  - Σ E<sup>a</sup> E ũ ω π Σ ρ i ρ ± ø H ũ ± ũ ρ
  - } ≤ Σ ũ<sup>†</sup> § ρ † □<sup>a</sup> ° □; □<sup>a</sup> Ω Σ ∂ L
  - ũ Π Π ø E ø H Σ E □<sup>a</sup> a Π □<sup>a</sup> ° □;
  - □<sup>a</sup> Ω Σ Π ũ E ¥ ç μ ° ± ø H † E
3. □<sup>o</sup> i ρ
  - ũ ~ Σ E □<sup>a</sup> ° □; □<sup>a</sup> Ω Σ æ E E R Π
  - ũ E O P ± ø † □<sup>o</sup> i ρ ≤ Π Ñ ũ
  - æ ĩ j , ≠ □<sup>a</sup> a Π ũ O ± ũ † E ρ

1

2

3

Visual Arts

Teacher:  
Specialist Teacher's Name

Work Habits	Needs Attention	Acceptable	Good	Very Good	Excellent
Effort				●	
Behaviour				●	
Attitude				●	
Explore and express ideas				●	
Visual art practices				●	
Present and perform				●	

**Learning Semester 1**  
 In Visual Arts this semester, grade six students have had the opportunity to experiment with a range of materials and techniques from different artists, cultures and real world experiences. Students have looked at the art elements, warm, cool and complimentary colours to make their art work stand out. Students have developed their sewing skills, connecting to the real world where they made 'softies'. During this learning experience students designed their softie and made it to come to life through the use of buttons, material and thread. Students have looked at the artist Yayoi Kusama, and the photographer Brooke Pyke, and used their work to inspire their own creative designs and art pieces. Students were encouraged to reflect upon the artistic pieces and set goals to work towards next time.

ũ ~ Σ E § ρ † ũ ũ æ E E R Π ∂ L μ ρ † π E E<sup>a</sup> ρ v ũ ~ Σ E □<sup>a</sup> ° □;  
 ũ i ρ ũ E π Ñ Ñ ũ y π † u ƒ ũ R X ũ ρ ≠ ø ũ † ç  
 ũ i ρ Ñ ũ ø H ũ O \* ũ π ρ † B | Σ ũ π ρ † STEAM, ∂ L μ † + ° μ † ũ  
 □<sup>o</sup> i ρ â Π P æ ũ ' ũ E π<sup>a</sup> Ω x 3 , 5 ( )

≤ E C 4 â Π z † E



û ±

û Ł≤æ ∂ Λæ∂ ð Σρ

- $y \leq \pm \in \mathbb{P} \pi \ddot{u} \ddot{u} \pm \hat{a} \Pi \leq \rho \epsilon^a \text{TM} \hat{u} \in$   
 $\square \tilde{N} \cup \mathbb{P} \epsilon \pm \text{æ} \text{æ} \ddot{u} \times \hat{u} \square$
- $\hat{u} \psi \ y \circ \Sigma \ \hat{u} \pm$

$z \pm \in \hat{u} \in \square \pi \tilde{N}$

$\infty \circ \Sigma^a \ \rho \emptyset$

