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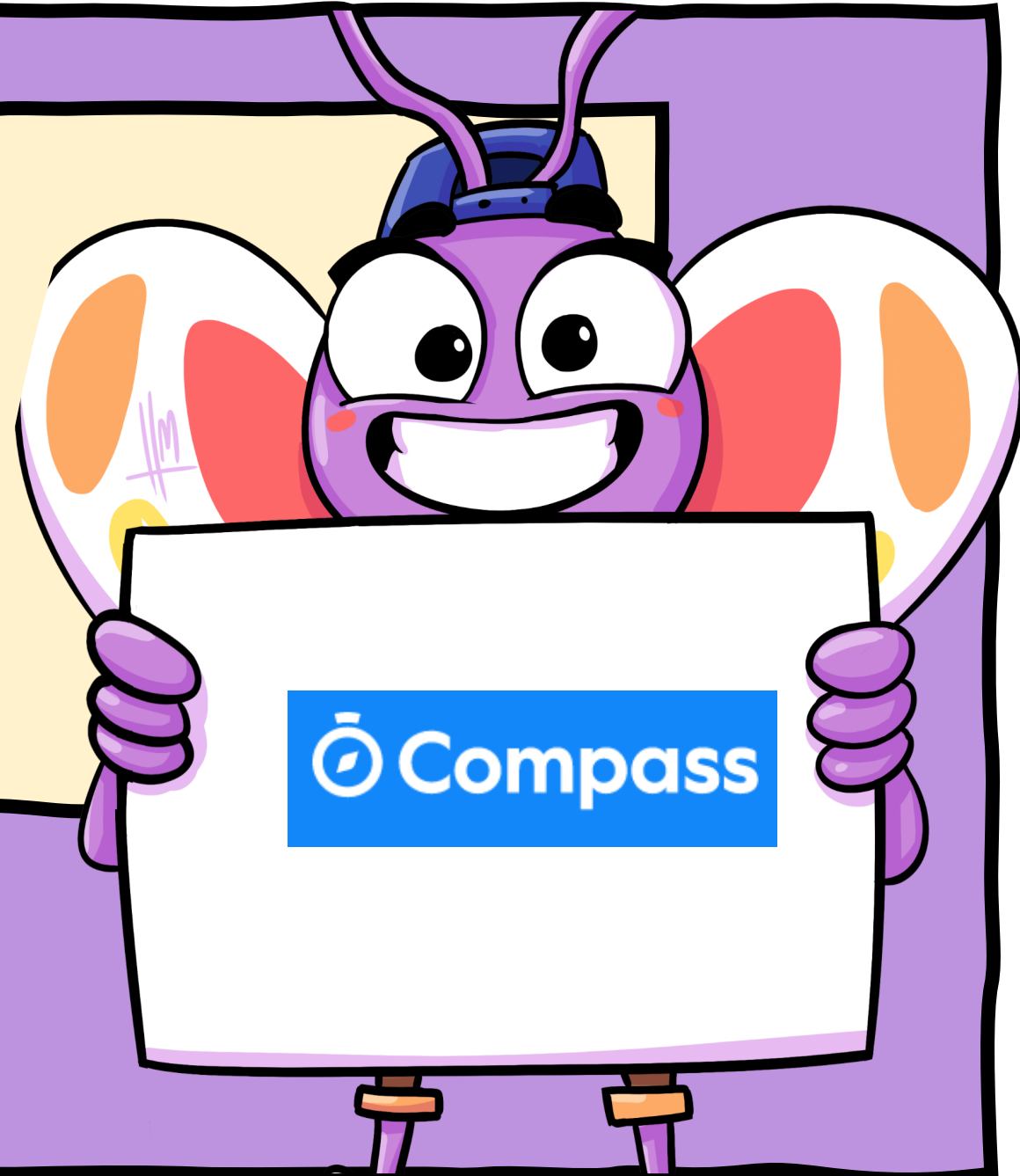
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Berwick Fields Primary School

Username

Password

Sign in

Remember me

Can't access your account?



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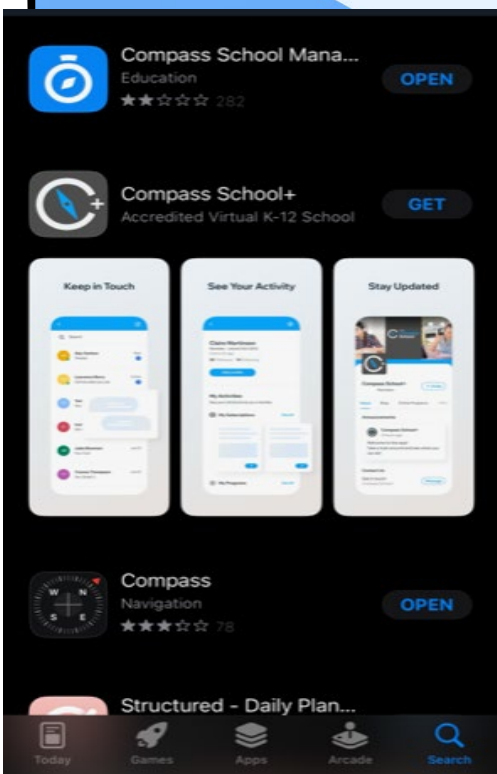
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Compass

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

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Reports Už e x b ^  
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Berwick Fields  
Together We Achieve

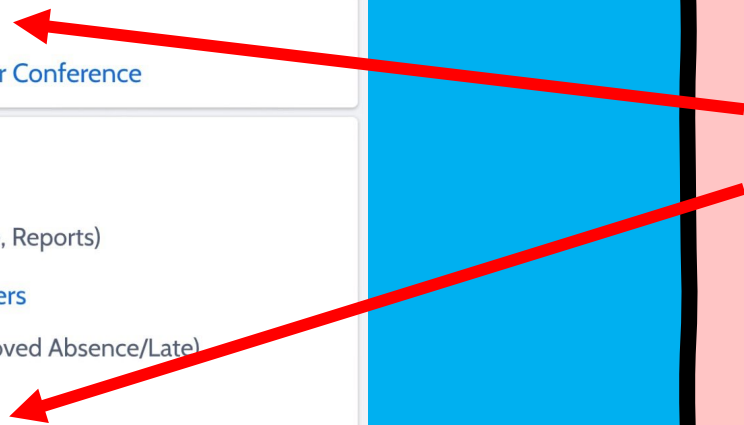
Parent Names of Students  
Berwick Fields Primary School

Student Name

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

Student Name

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



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Compass

Student: Student Name/ Year Level/Class

Dashboard Schedule Personal Learning Tasks Attendance Reports Analytics Insights Pulse

Student: Celeste LYNCH

Student Details

Today's Attendance:

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/

Compass

Tuesday, 04 June 2024

8am

9am 9:00: GEN05\_5B - (Home Group Year 5) - AW00

10am

11am

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Compass

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

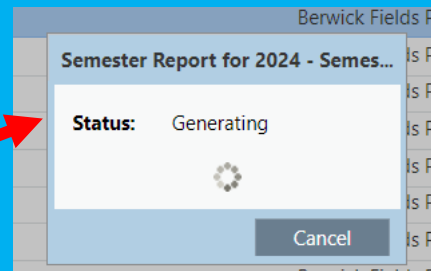
Export as PDF



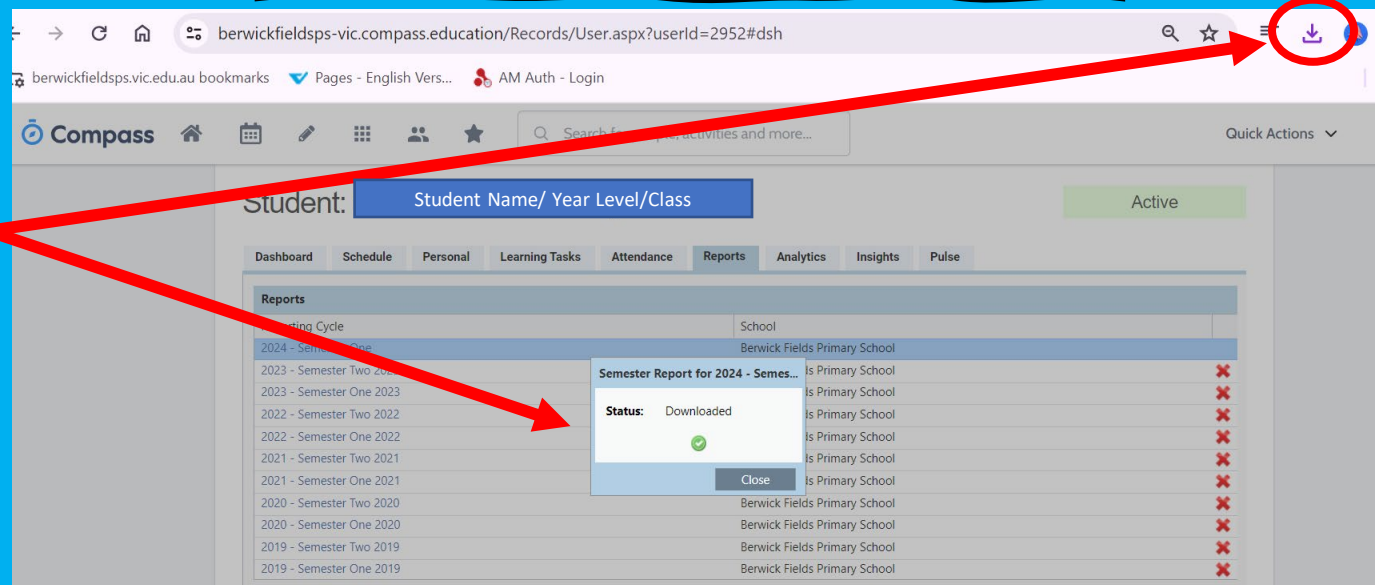


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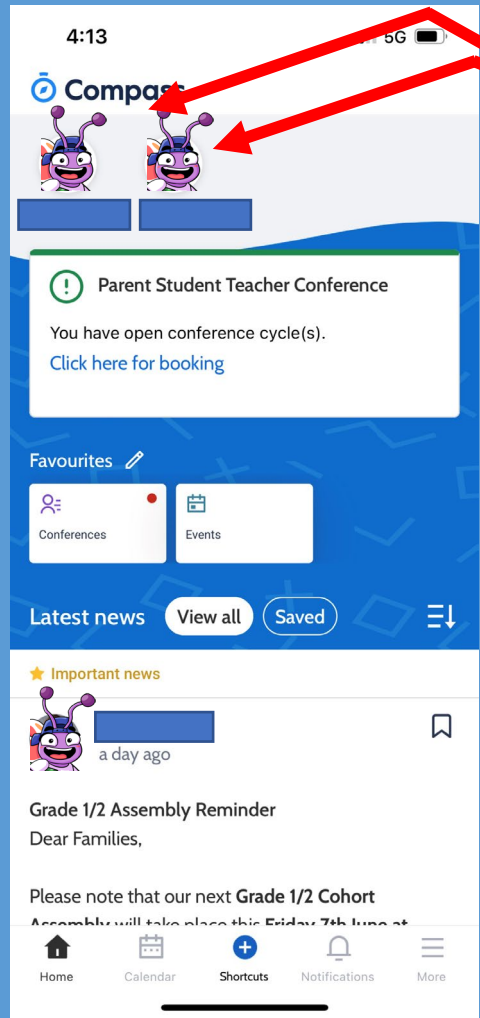
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3. " Š O " Õ Ù - § , e Ù [ · ù ž mj ... wf Ł e Ù [ · ù Ł wb q ž — " -
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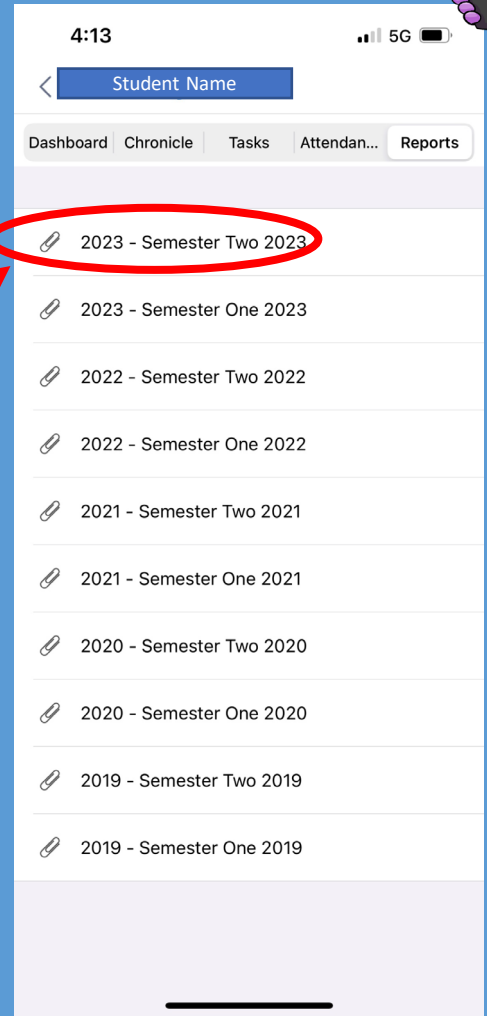
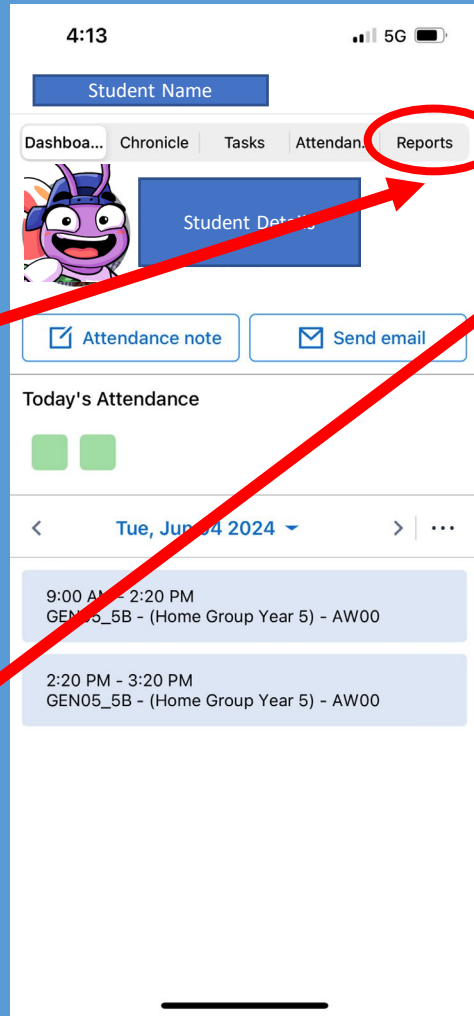
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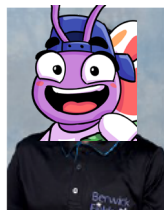
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Berwick  
Fields  
*Together We Achieve*

Berwick Fields Primary School  
Student Report  
2024 - Semester One



Student Name

6B

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Berwick Fields - 6B  
 Berwick Fields Primary School - 2024 - Semester One

Student Name [Redacted] - 6B  
 Teacher: Classroom Teacher's Name

Home Group Year 6

**Class Teacher's Comment**  
 [Redacted] is a creative and cheerful member of the classroom. She has shown that she can work well in small groups and contributes well to class discussions. [Redacted] takes pride in the presentation of her work as it is well presented and always neatly laid out. She has excelled in Mathematics this semester and has been apart of the Mathematics Extension Group, where she has further developed her Mathematic skills and knowledge. [Redacted] has taken her role as JSC with great responsibility and sets an exemplary example of how to follow the school expectations. She has continued to develop her comprehension skills in reading by using sticky note thinking to represent her ideas on the text she is reading and can write logical paragraphs that link to a main idea. I look forward in working with [Redacted] next semester.

**Class Attendance**

Days Late	1	School Attendance (%)	99
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**Victorian Curriculum**

	Rating	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Capabilities</b>						
Personal and Social Capability	At Level			⊙		
<b>English</b>						
Reading and Viewing	Above Level			⊙	⊙	
Speaking and Listening	At Level			⊙		
Writing	Above Level			⊙		
<b>Mathematics</b>						
Measurement and Geometry	Above Level			⊙		
Number and Algebra	Above Level			⊙		
Statistics and Probability	Above Level			⊙		
<b>The Humanities</b>						
Civics and Citizenship	Above Level			⊙		
Geography	Above Level			⊙		

**Ratings**  
 Well Above Level: Well above the expected level  
 Above Level: Above the expected level  
 At Level: At the expected level  
 Below Level: Below the expected level  
 Well Below Level: Well below the expected level

**Legend**  
 ⊙ Previous result, 12 months ago  
 ● Your child's achievement this semester  
 - - - Your child's progress  
 ■ The expected level of achievement

**Scale Definition**  
 The Victorian Curriculum standard 5 point scale. Ranging from Well Below Level - well above level inclusive. Where Well Below Level is two standard points below the expected level and Well Above Level is two standard points above the age expected level.

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w b q ž — " .
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f q ˘ ` q ˇ [ š .

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										⓪	●	
Reading and Viewing - EALBREA											●	⓪
Writing - EALBWRI											●	

**Legend**

- Current level of achievement
- ⓪ Previous result from x months ago
- Your child's progress

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 ® k Û<sup>⊖</sup> ñ ž i d .

  - X ł v m q<sup>⊖</sup> P<sup>ˇ</sup> « û x j œ<sup>ˇ</sup>  
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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.
- Focused 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.



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û ù g ¶ Û [ , e<sup>-</sup> ` f q a m<sup>˘</sup> [ ” Û<sup>-</sup>  
f<sup>-</sup> « w f Q ° b O § Ûx [  
[ q<sup>˘</sup> † Û [ , e « ” .

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

[redacted] 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. [redacted] 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 [redacted]'s learning, at home you could:

Continue to encourage [redacted] 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 [redacted] 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	----- -----●----- -----				

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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.

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 ò i , Ō m– , † Ž– " X– bü g qd O § Ûx [ x g , v e – mq̃ [ š .  
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 STEAM f q̃ ` Ł ž v f qβ , S ` Ž [ Ł® f Ž– " ] x f g Ž [ x j  
 ( P ~ « [ š 4-6 f – « " ).

e Û [ " 4 Œ b Ł

w [ š ® [ š

v [ q" e q f ` ž † h ^ ] x d [ k q ?

• S<sub>1</sub> [ š Parent login (v e Žwi q  
S š Àx 1 ' ) f Ž—"

[ ` ' ^ v ] q Ł " Ù [ q [ , m h w m Ž Ő ,  
e ú g q k ˇ [ x k , e q ˇ Ù ' "

• w m — V w b Ā " w [ š ® [ š ?

m — x [  
b ° b x f Û ¯ c ž §

