

16th June, 2021

Term 2 Issue 8



## Diary Dates

2021

JUNE

25 Final Day of Term 2  
2:30pm finish

## Semester One Reports

Semester One Reports will be made available through the Sentral Parent Portal on Friday 18<sup>th</sup> of June at 4pm.

The Continuum Tracker will also be updated to provide a more detailed and comprehensive summary of your child's achievements and next steps in learning.

Please note: Due to specialist subjects; Art, Music, French and PE being optional during COVID-19 related school closures in 2020, progression points were not provided in specialist subjects last year. As a result, no growth will be shown in these areas for this semester. This does not mean your child has not made growth, it is just because no progression point was entered in 2020.

Please contact the office if you need any assistance with your Parent Portal account.

## Parent Teacher Interviews

On Monday 21<sup>st</sup> and Tuesday 22<sup>nd</sup> June, Coatesville Primary School will be conducting Parent Teacher Interviews for all students. Inclusive of specialists, classroom teachers will meet with families via Zoom. The purpose of these interviews is to discuss your child's learning thus far in 2021.

Due to COVID-19 restrictions, interviews will be conducted **online via Zoom Video Conferencing** and/or telephone.

- Interviews will begin at 3:50pm and end at 6:00pm
- Classroom teachers will allocate 10 minute interviews
- Specialist teachers will provide 5 minute interviews per family

Please see information 'Instructions for booking Parent Teacher Interviews' on page 4.

## GUIDE TO READING YOUR CHILD'S REPORT

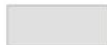



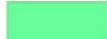
### Understanding the Continuum Tracking Overview

The Curriculum Tracking overview is a summary of your child's achievements and progression through the Victorian Curriculum.

Mathematics - Achievement Standards Overview									
Aspect	Prep	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Number and Algebra	Green	Green	Green	Green	Orange	Black	Grey	Grey	Grey
Measurement and Geometry	Green	Green	Green	Green	Black	Grey	Grey	Grey	Grey
Statistics and Probability	Green	Green	Green	Green	Blue	Grey	Grey	Grey	Grey

#### The colour system

Each colour represents a different percentage of skills in the Level that your child has demonstrated competency in. By hovering the mouse cursor over each of the coloured rectangles you can obtain an indication of how many of the **Markers** (Victorian Curriculum skills) your child has achieved in each level.

-  - Less than 20% of skills have been achieved in this Level.
-  - 20% of the skills have been achieved in this Level.
-  - 25% of the skills have been achieved in this Level.
-  - 50% of the skills have been achieved in this Level.
-  - 75% or more of the skills have been achieved in this Level.

***It is not uncommon for students to be working in multiple Levels at the same time, which is evidence of their learning being personalised to suit their development stages.***






1. Click on one of the **Aspect** headings located on the left hand side of the overview page. This will take you to the **Continuum Tracker** interface which provides further information on what specific skills your child has achieved and their next steps in learning.

Mathematics - Achievement Standards Overview									
Aspect	Prep	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Number and Algebra	Green	Green	Green	Green	Orange	Black	Grey	Grey	Grey
Measurement and Geometry	Green	Green	Green	Green	Black	Grey	Grey	Grey	Grey
Statistics and Probability	Green	Green	Green	Green	Blue	Grey	Grey	Grey	Grey

# Reading the Continuum Tracker

## The colour system

Each colour represents an approximate percentage of progress your child has made towards demonstrating competency in each skill. Each skill can be focused on multiple times and for various amounts of time throughout the school year.

-  - Next steps in learning.
-  - 25% of the skill descriptor has been achieved.
-  - 50% of the skill descriptor has been achieved.
-  - 75% of the skill descriptor has been achieved.
-  - 100% of the skill descriptor has been achieved.

Below is an example of what the Continuum Tracker will look like.

Level 2 <span>Edit Cluster</span>	Level 3 <span>Edit Cluster</span>	Level 4 <span>Edit Cluster</span>
<ul style="list-style-type: none"> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</li> <li>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams</li> <li>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction</li> <li>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words</li> <li>Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives</li> <li>Learn some generalisations for adding suffixes to words</li> <li>Recognise most letter-sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations</li> <li>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</li> <li>Discuss different texts on a similar topic, identifying similarities and differences between the texts</li> <li>Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting</li> <li>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and</li> </ul>	<ul style="list-style-type: none"> <li>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences</li> <li>Identify the features of online texts that enhance navigation</li> <li>Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments</li> <li>Understand how to apply knowledge of letter-sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters</li> <li>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word</li> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others</li> <li>Develop criteria for establishing personal preferences for literature</li> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative</li> <li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose</li> <li>Identify the point of view in a text and suggest alternative points of view</li> <li>Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking</li> <li>Use comprehension strategies to build literal and inferred</li> </ul>	<ul style="list-style-type: none"> <li>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience</li> <li>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout</li> <li>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts</li> <li>Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity</li> <li>Investigate how quoted (direct) and reported (indirect) speech work in different types of text</li> <li>Make connections between the ways different authors may represent similar storylines, ideas and relationships</li> <li>Describe the effects of ideas, text structures and language features of literary texts</li> <li>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques</li> <li>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts</li> <li>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts</li> <li>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including</li> </ul>

Achievement (green)

Progression towards Achievement (red, yellow or orange)

Next Steps in Learning (black)

## Instructions for Booking Parent Teacher Interviews



Go to [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au)

Enter the school event code: **d24gs**

Then follow the 3 simple steps:



When you click **finish**, your interview timetable will be emailed to you automatically - **check your junk mail folder** if you do not receive your email immediately.

You can return to [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au) at any time, and change your interviews - until bookings close.





**THANK YOU TO ALL OUR CPS COMMUNITY**



**COATESVILLE  
PRIMARY SCHOOL  
DADS**



**Thank you to  
Krav Maga Australia for hosting  
a wonderful event - enjoyed &  
supported by over 130 people  
from our CPS Community!**

