

## Scotch College PYP Report

### IB LEARNER PROFILE

Throughout their primary years at Scotch College, students will engage in guided inquiry that synthesises concepts, knowledge, skills, attitudes and action. We use a framework that strives to develop internationally minded students who demonstrate the attributes of the learner profile as outlined below:

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives; intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Dear Parents

It is with pleasure that I present your son's report.

This report, compliant with federal government requirements, is one of a number of strategies used by Scotch College to communicate your son's academic achievement, attitude and effort throughout the semester. This is also communicated through your son's work and portfolio, parent interviews and via the Student Diary.

We are reporting on your son's achievement against specific outcomes for each subject area and the approaches to learning for the units of inquiry. For Mathematics and English your son will be assessed against 12 outcomes and four outcomes in each specialist area. We are also reporting on your son's behaviour and effort in each curriculum area.

A comment will follow each curriculum area and provide information about your son's progress and advice on areas for improvement. At the end of the report a general comment will inform you about your son's attitude towards school. We have also included data on your son's attendance.

Please do not hesitate to make a time to meet with your classroom teacher should you require any clarification about the report or have any queries regarding your son's progress.

Yours sincerely



Mr John Stewart  
Head of Junior School

PYP

Report Information



This report reflects the development of your son through all programmes at Scotch College. As a school, we provide a differentiated programme, working with your son at his particular level of development.

For each curriculum area, the key learning outcomes have been identified and assessed using our five-grade scale. In determining your son's achievement, teachers have utilised the PYP guidelines and the Western Australian Curriculum to form reasonable judgments about progress. These documents define expected standards of performance across the year levels.

Grades have been described according to the following:

- o Well above the expected level of achievement at this time of the year
- o Above the expected level of achievement at this time of the year
- o At the expected level of achievement at this time of the year
- o Below the expected level of achievement at this time of the year
- o Well below the expected level of achievement at this time of the year

The indicators contained within this report are specifically appropriate to your son's year level and the semester in which we are reporting.

Effort is described according to the following:

- o Consistently demonstrates engagement and is self-motivated
- o Demonstrates engagement and is usually self-motivated
- o Usually demonstrates engagement and applies self to task
- o Occasionally demonstrates engagement and requires some assistance to remain on task
- o Requires regular support to maintain engagement and remain on task

The comment provides information about your son's progress and may include advice on areas for improvement.

Year 1 A House

A Student

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## Units of Inquiry

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A Teacher

### How we express ourselves

**Central Idea:** Stories communicate a message and may evoke emotions.

**Lines of Inquiry:** How stories evoke emotions  
How authors create and develop characters  
Different ways stories are created and communicated  
Lessons and morals embedded in stories

**Approaches to learning:** Communication skills and Thinking skills

*At the expected level*

- Dialectical thought: Thinks about different points of view at the same time
- Listening: Listens to others; listens to information
- Speaking: Expresses ideas clearly and logically; states opinions

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A Student enjoyed exploring storytelling and the messages imbedded within fables. He was able to clearly articulate the messages communicated and emotions evoked in various stories and demonstrated an excellent understanding of the central idea. He thoroughly enjoyed sharing his book of Aesop's Fables. A Student displayed a thorough understanding of the similarities and differences between himself and the boy in "The Boy Who Cried Wolf". He was able to consolidate his understanding of storytelling through his puppet show on the iPad utilising the App, Puppet Pals HD. He was actively engaged in our excursion to The Literature Centre and he participated thoughtfully in re-telling the stories.

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## Language A - English

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A Teacher

### Learning Outcomes

*Above the expected level*

- Engages in conversations and discussions using active listening behaviours, showing interest, and contributing ideas, information and questions
- Knows an increasing number of high frequency sight words recognised in shared texts and in texts being read independently

*At the expected level*

- Retells stories and key events using oral language, arts, digital technologies and performance media
- Understands concepts about print and screen including how different types of texts are organised
- Uses visual memory to recall and write high frequency words

*Below the expected level*

- Writes different types of sentences, e.g. statements and questions; discusses appropriate punctuation, e.g. full stops, question marks and exclamation marks

**Effort** *Demonstrates engagement and regularly applies self to task*

A Student's ability to decode small consonant-vowel-consonant words has increased and this has assisted him greatly with his reading. He always strives to write neatly using the correct directionality and he is able to use upper and lower case letters correctly. His handwriting has improved tremendously this semester. His challenge in the future is to increase his writing speed, as he can take some time to complete writing tasks. A Student has shown that he is a proficient public speaker. He always provides informative context within his news items each week, which has greatly increased his vocabulary and confidence.

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**Unit of Inquiry Explanation**

Each PYP unit of inquiry has its own transdisciplinary theme, central idea, lines of inquiry and approaches to learning.

**Outcomes and Achievement Levels**

**Comment**

The comment provides information about your son's progress and may include advice on areas for improvement.