

QCIA





Statement of Achievement:

Listens and responds to questions



Student Name [REDACTED]				
Goal: Listen and respond to questions and requests				
Date: Semester 1, 2022			Prompts: FF=Full facilitation, P=Physical, G=Gestural, V=Visual, V=Verbal, I=Independent	
Date	Question/Request	Respond ✓/x	Observation	Level of Prompts
14/2/22	What is your favourite food?	✓	Long processing time but then responded "chips"	✓
15/2	Would you like chocolate or strawberry milk?	✓	Very clear & fast "Strawberry"	—
21/2	What did you do on the weekend?	✓	Used the PODD to say she went shopping.	VIS
22/2	What is your favourite animal from the story?	✓	Used story ALE board "elephant"	VIS
7/3	Go and get your lunch	✓	Emily got her lunch out of the fridge and sat down.	—
7/3	What did you have for breakfast?	✓	"I had bacon + eggs"	—

On arrival to school [REDACTED] was asked "How are you?" [REDACTED] then completed a worksheet about her state of wellbeing and read out her response independently.

On the right is a data sheet with observations of different times [REDACTED] responded to questions and requests.



Statement of Achievement:

Navigates, reads and views simple texts with familiar vocabulary and supportive illustrations



■■■■ read simple texts to staff as part of the class literacy program. She navigated different stories by using the concepts of print, turning the pages and reading from left to right. ■■■■ read different sentences and matched the correct picture to the text.



Statement of Achievement:

Identifies how digital and other technologies are used in a range of environments

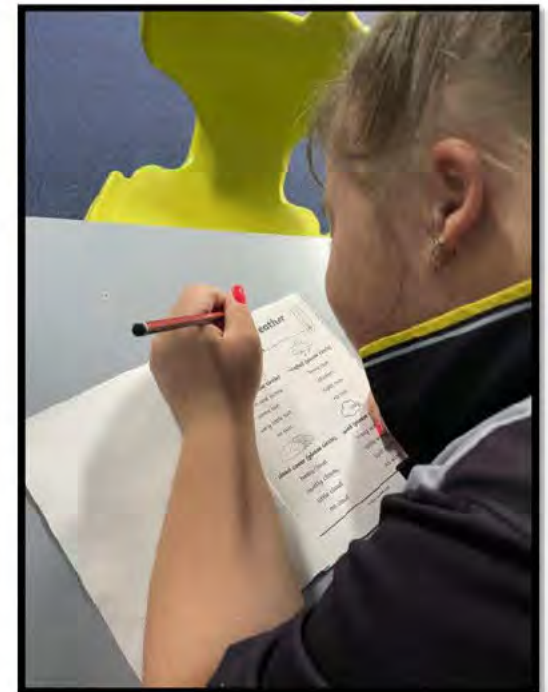


█████ identified different types of digital technologies. She explained how they were used and where they would be located in a family home and school environment. She completed worksheets, online learning games and interactive PowerPoints to consolidate her knowledge.



Statement of Achievement:

Describes different types of weather by presenting data in drawing and picture graphs

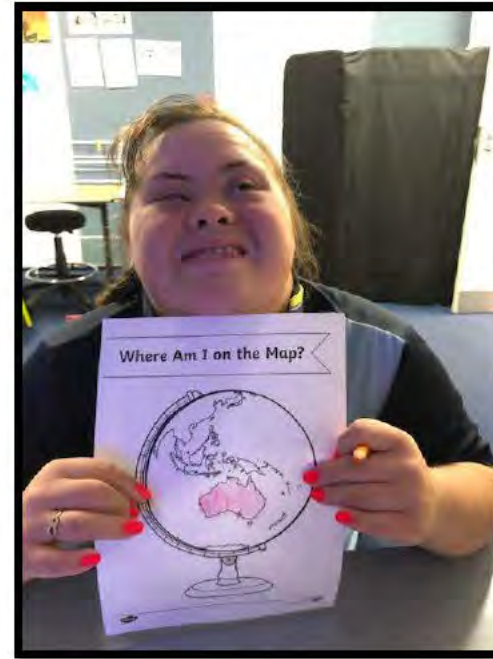


█████ completed daily weather observations about her local environment. She recorded what she observed each day in her weather journal and on the class weather chart.



Statement of Achievement:

Identifies Australia on a simple map



█████ identified Australia on a world map on the interactive whiteboard and in a printed picture. She put a puzzle of Australia back together and pointed to Queensland as her place of residence.



Statement of Achievement:

Plays instruments to music



During music class, [REDACTED] learned to play basic arrangements of popular songs. She played various instruments including bass guitar, xylophone, keyboard and drums.



Statement of Achievement: Follows rules in physical activities



██████████ participated in multiple types of exercise across the term. She displayed appropriate behaviour by listening to the teacher, wearing the correct footwear and safely distancing herself from her peers.

Student Name		██████████				
Goal: Follows rules when participating in physical activities.		8/2/22	14/2/22	15/2/22	21/2/22	22/2/22
Outdoor Exercise Equipment	Wear appropriate footwear on the machines	✓ x	✓ x	✓ x	✓ x	✓ x
Equipment	Ensure you have enough space to safely operate the machine. (No one is standing too close)	✓			✓	
	Use slow and controlled movements	✓			✓	
Fit ball	Bounce at an appropriate height		✓			✓
	Ensure you have enough space to safely bounce		✓			✓
	Follow instructions from instructor		✓			✓
Yoga	Follow instructions from teachers				lots of verbal prompts	
	Ensure you have your own space			✓		
	Keep noise to a minimum			✓		



Statement of Achievement:

Identifies a particular activity of preference



Student Name: [REDACTED]						
Goal: Use behaviours that indicate preference for particular activities						
Date: Semester 1, 2002						
Date	Task	Indicated a Preference ✓/x	Moves towards an activity	Rejects an activity from a choice of 2	Behaviour Selects activity using AAC	Other
14/2	I asked [REDACTED] if she would like 'part' of puzzles	✓				Verbally said 'Ipad.'
15/2	[REDACTED] used her choice board to choose the Ipad	✓				✓
21/2	[REDACTED] finished her work & took out a puzzle	✓	✓			
23/3	[REDACTED] used her choice board to choose bubbles	✓				✓
28/3	[REDACTED] chose bubbles as her first choice	✓	✓			
29/3	[REDACTED] logged into the computer when told it was free choice time	✓	✓			

[REDACTED] used a choice board in the afternoon to choose an activity for leisure time. The pictures on her choice board changed every few days. The data sheet shows [REDACTED] mostly moved towards an activity of choice to indicate a preference.



Statement of Achievement:

Identifies the value of coins and notes in the Australian monetary system

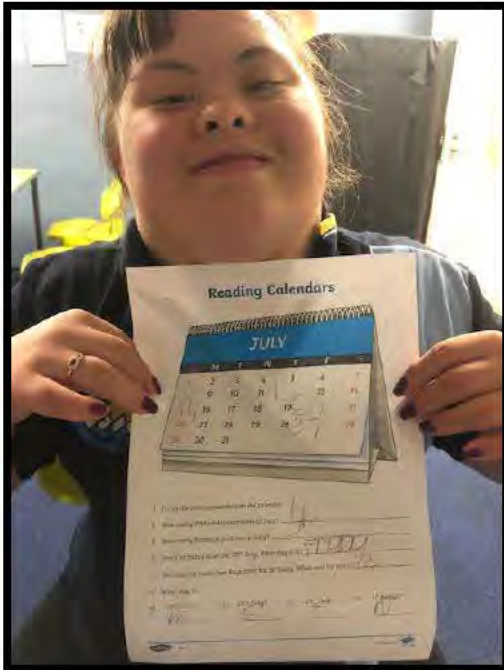


█████ ordered Australian coins and notes from least to greatest value. She displayed this skill during numerous learning experiences including worksheets, computer games and group activities.



Statement of Achievement:

Reads calendars to compare timings



She identified the days of the week and months of the year. She completed daily calendar activities that required her to mark off the current day/date, identify yesterday and tomorrow.



Statement of Achievement:

Engages in the preparation of healthy mealtime options

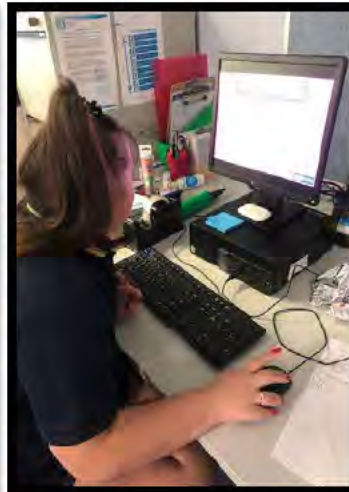


█████ engaged in the preparation of healthy meals including fruit salad, toast and eggs. She independently chopped grapes, watermelon and apple and added them to a bowl. She mixed the fruit together and served the fruit salad into little cups. █████ made toast and eggs by following a pictorial recipe.



Statement of Achievement: Works on routine tasks

- Sign in
- PBL check in
- Daily writing
- Words of the week
- Computer/lpad
- Tub activity
- Reading



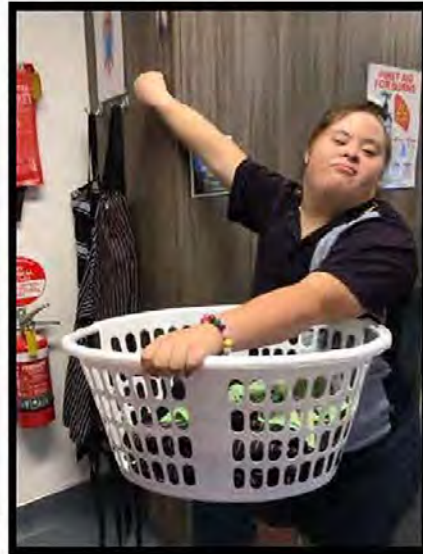
Reflection Log	Name	Date
Task	Reflection Log	11/14/23
Responsibilities		
• Read and try to understand... • Building confidence... • Responding to... • Responding to...	<input type="checkbox"/>	<input type="checkbox"/>
Communication		
• Identifying and... • Communicating... • Giving information... • Following... • Following...	<input type="checkbox"/>	<input type="checkbox"/>
Interactions		
• Working with... • Acting as... • Working... • Working...	<input type="checkbox"/>	<input type="checkbox"/>

_____ followed a routine each morning by completing a literacy checklist. She ticked each task off her list after she had completed each activity.

At work experience, _____ followed basic work routines to open emails, fill in job sheets and completed reflection logs.

Statement of Participation:

Laundry Program



████████ worked cooperatively with her class to complete a laundry program. Once a week ██████████ would collect dirty aprons and tea towels from the hospitality room and take them to the laundry. She followed a visual schedule to use the washing machine. ██████████ hung out the clean items and folded them once they were dry. She then returned the items to the hospitality teacher.

Statement of Participation: Paper Shredding Program



██████████ worked independently to shred paper through the paper shredder machine as part of a work experience program. ██████████ listened and followed instructions by only shredding one piece of paper at a time and emptying the paper bin when it was full. ██████████ participated in the paper shredding program once a week.

Statement of Participation:

Enterprise Education



██████ was given visual and verbal instructions on how to create a variety of items for the weekly beading program. ██████ was able to use the information to work independently and create keychains, lanyards and hair-ties to sell at school events.