



First Term Report

Faria International School

Prepared on June 1, 2022 by Sharon Arese

99 Henessy Road, Wanchai,
Hong Kong, China
+852 81 75 8152
faria@info.com



Henry Epelbaum

| | | | | |
|------------|----------------|------------------|------------|-------------|
| Grade | Date of Birth | Advisor | Student ID | National ID |
| PYP Year 3 | April 15, 2016 | Richard Chandler | 100001 | 12410124 |

Dear Parents,

An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.

On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.

Kind regards,

Sharon Arese

Principal

Attendance

82% Present 35 Present 6 Late 6 Absences 2 Sick Leave



Richard Chandler — HR Advisor Comment

Rachel's report shows a strong start to the academic year, achieving at or above the expected attainment attainment level and becoming an active, engaged member of our school community. Well done, Henry!








J Walten

John Walten
Head of School




*Faria
International
School*





| Learner Profile | Engagement |
|--|------------|
|  Inquiry 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. | Exceeding |
|  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. | Exceeding |
|  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. | Exceeding |
|  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. | Exceeding |
|  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. | Exceeding |
|  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. | Exceeding |
|  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. | Exceeding |

Learner Profile

| Learner Profile | Engagement |
|--|------------|
|  Courageous 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. | Exceeding |
|  Balanced We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) 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. | Exceeding |
|  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. | Exceeding |

Programme of Inquiry

Oct
Week 1

6

Achievement

Identity

🕒 5 Weeks



Transdisciplinary Theme



Who we are

- An inquiry into the nature of the self
- Beliefs and values
- What it means to be human
- Personal, physical, mental, social and spiritual health
- Human relationships, including families, friends, communities and cultures

The Central Idea

Individuals perspectives can cultivate change






Lines of Inquiry



- Mindset impacts success (perspective)
- People create change by implementing goals (change)
- Traits can be inherited or acquired (function)

Summary of Achievement

Key Concepts

| Key Concept | Key questions and definition |
|--|---|
|  Function | How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated. |
|  Change | How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable. |
|  Perspective | What are the points of view? The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific. |

Scope & Sequence

| | Final Grade | Participation |
|--|-------------|---------------|
|  Physical Education  Risa Aoki | 7 | Exceeding |
| Interactions | 7 | Exceeding |
| Overall Expectations | | |
| <ul style="list-style-type: none"> interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments. | 6 | Meeting |
| Conceptual Understanding | | |
| <ul style="list-style-type: none"> Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend). | 6 | Meeting |
| Learning Outcomes | | |
| <ul style="list-style-type: none"> enjoy interaction, playing and engaging with others | 6 | Meeting |
| <ul style="list-style-type: none"> take turns | 7 | Exceeding |
| <ul style="list-style-type: none"> listen respectfully to others | 6 | Meeting |

Summary of Achievement

Scope & Sequence

| | | |
|--|---|-----------|
| Identity | 7 | Exceeding |
| Learning Outcomes | | |
| • identify and explore strategies that help them to cope with change | 7 | Exceeding |
| • identify positive thoughts and attitudes in themselves and others | 6 | Meeting |



Risa Aoki — Advisor Comment

Henry came to this unit with a strong sense of fair-play. He has shared that in a kind and patient way with the other children to the benefit of all. It is really noticeable how the class has progressed in its understanding of the purpose of rules, and the enjoyment of games for the sake of playing, not just for winning. This is the true Olympic spirit. Henry is beginning to identify and value this mindset in himself and others.

Dec
Week 3

6

Achievement

Adaptations

🕒 5 Weeks



Transdisciplinary Theme



Where we are in place and time

- An inquiry into orientation in place and time
- The relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives



The Central Idea

Living things adapt to their environment.



Henry Epelbaum

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Summary of Achievement



Lines of Inquiry

- Mindset impacts success (perspective)
- People create change by implementing goals (change)
- Traits can be inherited or acquired (function)

Key Concepts

| Key Concept | Key questions and definition |
|--|--|
|  Causation | Why is it as it is? The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences. |
|  Change | How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable. |
|  Responsibility | What are our obligations? The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific. |

Scope & Sequence

| | Final Grade | Participation |
|---|-------------|---------------|
|  Science  Sharon Arese | 7 | Exceeding |
| Interactions | 7 | Exceeding |
| Overall Expectations | | |
| <ul style="list-style-type: none"> • develop an understanding of communities and the relationships within and between them, how organisms have changed over time, and making links between animal and plant adaptations and their environment. | 6 | Meeting |
| Conceptual Understanding | | |
| <ul style="list-style-type: none"> • Over time, living things need to adapt in order to survive | 6 | Meeting |

Summary of Achievement

Scope & Sequence

Learning Outcomes

- Identify or generate a question or problem to be explored
- Observe carefully in order to gather data
- Use scientific vocabulary to explain observations and experiences

6

Meeting

7

Exceeding

6

Meeting

Identity

7

Exceeding

Learning Outcomes

- Identify or generate a question or problem to be explored
- Observe carefully in order to gather data

7

Exceeding

6

Meeting



Sharon Arese — Advisor Comment

Henry came to this unit with a strong sense of fair-play. He has shared that in a kind and patient way with the other children to the benefit of all. It is really noticeable how the class has progressed in its understanding of the purpose of rules, and the enjoyment of games for the sake of playing, not just for winning. This is the true Olympic spirit. Henry is beginning to identify and value this mindset in himself and others.

Jan

Week 3

6

Achievement

Storytelling: learning about ourselves and others

🕒 5 Weeks

Transdisciplinary Theme



How we express ourselves

- An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- The ways in which we reflect on, extend and enjoy our creativity

Henry Epelbaum

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Summary of Achievement

The Central Idea




People communicate messages of information and imagination in a variety of ways.





Lines of Inquiry

- Dramatic techniques (form)
- Stories share perspective (perspective)
- Dramatic expression conveys meaning (function)

Key Concepts

| Key Concept | Key questions and definition |
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|  Causation | Why is it as it is? The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences. |
|  Change | How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable. |
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Scope & Sequence

| | Final Grade | Participation |
|--|-------------|---------------|
|  Language  Maxine Reed | 7 | Exceeding |
| Interactions | 7 | Exceeding |
| Overall Expectations | | |
| <ul style="list-style-type: none">• Understand that spoken language varies according to the purpose and audience and thinking about the perspective of our audience when we are storytelling helps us to communicate more effectively and appropriately. | 6 | Meeting |

Summary of Achievement

Scope & Sequence

Conceptual Understanding

- Taking time to reflect on what we hear and say helps us to make informed judgments, change our perspective, alter our approach, and

6

Meeting

Learning Outcomes

- listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail
- listen reflectively to stories and read alouds in order to identify story structures and ideas
- apply personal experiences of listen to personal storytelling

6

Meeting

7

Exceeding

6

Meeting

Identity

7

Exceeding

Learning Outcomes

- listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail
- listen reflectively to stories and read alouds in order to identify story structures and ideas

7

Exceeding

6

Meeting





Maxine Reed — Advisor Comment

This unit has inspired Henry to share personal stories with enthusiasm and with thought to his audience. Henry particularly enjoyed hearing audiobook autobiographical stories and was able to describe how and why they were appealing to him, including the use of suspense and pauses. Working at recognising these features in written text as well as audio will support Henry in developing his writing style.

Class Reports




• August 2021 — June 2022: Term 1

| | Final Grade | Participation |
|--|-------------|---------------|
|  Physical Education  Risa Aoki | 7 | Exceeding |
| Interactions | 7 | Exceeding |
| Overall Expectations | | |
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| Learning Outcomes | | |
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| <ul style="list-style-type: none"> • take turns | 7 | Exceeding |
| <ul style="list-style-type: none"> • listen respectfully to others | 6 | Meeting |
| Identity | 7 | Exceeding |
| Learning Outcomes | | |
| <ul style="list-style-type: none"> • identify and explore strategies that help them to cope with change | 7 | Exceeding |
| <ul style="list-style-type: none"> • identify positive thoughts and attitudes in themselves and others | 6 | Meeting |




Risa Aoki — Advisor Comment

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| Learning Outcomes | | |
| <ul style="list-style-type: none"> Identify or generate a question or problem to be explored | 6 | Meeting |
| <ul style="list-style-type: none"> Observe carefully in order to gather data | 7 | Exceeding |
| <ul style="list-style-type: none"> Use scientific vocabulary to explain observations and experiences | 6 | Meeting |
| Identity | 7 | Exceeding |
| Learning Outcomes | | |
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Class Reports

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| <ul style="list-style-type: none"> Taking time to reflect on what we hear and say helps us to make informed judgments, change our perspective, alter our approach, and form new opinions. | 6 | Meeting |
| Learning Outcomes | | |
| <ul style="list-style-type: none"> Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail | 6 | Meeting |
| <ul style="list-style-type: none"> listen reflectively to stories and read alouds in order to identify story structures and ideas | 7 | Exceeding |
| <ul style="list-style-type: none"> apply personal experiences of listen to personal storytelling | 6 | Meeting |
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Henry Epelbaum

Adaptations has been my favourite unit so far. I love animals, especially ocean animals, so it was interesting for me to learn about how cold water animals are adapted for their environment. For example, seals and whales have blubber to keep them warm. I didn't know that this is one of the reasons sharks eat seals. Now I know that their blubber is a good source of energy. Sharks have adapted to be agile and have sharp teeth to be able to catch seals.

I also enjoyed sports and learning about team spirit. I like playing in a team with my friends and winning together. We also help each other when we lose or make a mistake. This helps us to get better and become better friends.



[Self-portrait.pdf](#)

1.4 MB PDF Document











The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum framework designed for students aged 3 to 12. The PYP is a transdisciplinary framework that focuses on the development of the whole child as an inquirer, both at school and beyond. The PYP is underpinned by six transdisciplinary themes around which learning is planned.






Achievement

The transdisciplinary themes below are selected for their relevance to the real world and focus on issues that go across subject areas.

| | | | | | |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| Who we are | Where we are in place and time | How we express ourselves | How the world works | How we organize ourselves | Sharing the planet |

ATL Skills

Also embedded within the PYP curriculum framework are the Approaches to Learning (ATL). These are a range of skills relevant to all subject areas that are valuable in any learning experience and in life beyond school. The ATLs are:

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| Communication Skills | Social Skills | Thinking Skills | Research Skills | Self-management Skills |



Grade Descriptors

| Abbreviation | Descriptor |
|--------------|--|
| 7 | Student is well above the expectations for the grade level. Work is completed independently. Student is able to analyse, apply, communicate and understand complex ideas. Information is presented creatively, confidently, clearly and precisely. Complex ideas are expressed resourcefully with no errors or omissions. |
| 6 | Student is performing above the expectations for the grade level. Work is completed independently. Student is able to communicate and understand complex ideas. Information is presented confidently, clearly and precisely. Complex ideas are expressed with practically no |
| 5 | The student work is showing mastery of the expectations for the grade level. Work is usually completed independently. Student is able to communicate and understand ideas. Information is presented clearly and precisely. Ideas are expressed with practically no errors or omissions. |
| 4 | The student's work is meeting the expectations for the grade level. Assistance is occasionally required. Information provided by the student shows general understanding. Explanations are complete or nearly complete. The student is able to apply most of the skills, concepts and techniques taught. Few errors or omissions occur. |
| 3 | The student is developing the expectations needed for the grade level. Teacher assistance is needed. Information contains errors and/or omissions. The student shows some understanding of concepts and skills. |
| 2 | The student is below the expectations needed for the grade level. They have not yet reached an understanding of the skills, knowledge and concepts taught. Frequent assistance and intervention are required. Understanding is limited and work contains several errors and/or omissions. Information is communicated in a limited and insufficient manner. Work is often incomplete and contains only simple ideas. |
| 1 | The student is unable to reach an understanding of the skills, knowledge and concepts taught. Constant assistance and interventions are required. Understanding is not evident and work is incomprehensible. Information cannot be communicated. Work is incomplete or not done at all. |
| N/S | Not submitted |

Grade Descriptors

Engagement

| Abbreviation | Descriptor |
|--------------------|--|
| Exceeding | The student is participating actively in all learning experiences and is consistently interested and motivated. The student shows a strong desire to improve and is committed to achieving his or her goals. |
| Meeting | The student is participating in all learning experiences and is consistently interested in learning and motivated. |
| Approaching | The student is participating in some learning experiences. Interest in learning and motivation are inconsistent. |
| Beginning | The student is participating in some learning experiences. Interest in learning and motivation are not apparent. |

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. It involves identifying what students know, understand and can do at different stages in the learning process. Students have a vital role in the assessment process. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning. Learning goals and success criteria are co-constructed and clearly communicated.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning.

Monitoring learning: This occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feed forward for next steps in learning.

Documenting learning: This is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Measuring learning: This gathers “point-in-time” data on achievement and progress. Not all learning can be, or needs to be, measured.

Reporting learning: This informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme.

In the PYP inquiry learning environment, the learning process is valued as much as the learning outcomes. Therefore, both learning outcomes and the learning process are assessed in the PYP approach to assessment. This ensures that knowledge, conceptual understandings, skills and attributes of the IB Learner profile are monitored, supported and valued.



First Term Report

Faria International School



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