



THE UNIVERSITY  
of ADELAIDE

SCHOOL OF EDUCATION

## Professional Experience Placement 2 – Final Report 2025

(Teaching Performance Assessment)

Incorporating the Australian Professional Standards for Teachers

*This template is to be used for reporting on achievement at the end of the Pre-Service Teacher's placement. All Australian Professional Standards for Teachers (APST) must be met to successfully complete the final Professional Experience Placement.*

<b>Pre-Service Teacher Name:</b> Jixing Ye	<b>Student ID:</b> 1798631	<b>Course:</b> B.Teaching(Sec)/B.MathCompSIB.M athCompS/B.Teaching(Sec)
<b>Site:</b> Hallett Cove School R-12	<b>Placement Date:</b> 25/08/2025 - 26/09/2025	
<b>Number of days at Site:</b> 25 days (+ 3 observation days)	<b>Number of days Absent:</b> 0	
<b>Site Coordinator:</b> Tom Leverenz	<b>Mentor Teacher:</b> Gary McWhinney	
<b>University Liaison:</b> Jaclyn Steffan		
<b>Subject Taught:</b> (Secondary only) 8 Mathematics, Stage 1 Mathematical Methods, 7 Technology, 10/11/12 Advanced Manufacturing	<b>Year Level(s) Taught:</b> Years 8, 10, 11 and 12	

### Professional Experience Site Context (eg: Co-educational, R-12 Site)

Please type text here

Hallett Cove R-12 is a category 6 school located in the southern suburbs of Adelaide. It currently has approximately 1200 students enrolled across the primary, middle and senior settings. The school offers specialist programs in Volleyball, Soccer and Marine Biology.

### Teaching/Learning Context (eg: year levels, class sizes etc)

Please type text here

Year 8 Mathematics: 24 students with varying abilities including 2 students with one plans requiring additional support. Stage 1 Mathematical Methods: 12 students including 2 international students (Brazil and Switzerland).

## PROFESSIONAL KNOWLEDGE

### APST 1: Know the students and how they learn

- 1.1 Physical, social and intellectual developments and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities
- 1.6 Strategies to support full participation of students with disability

#### How would you grade this pre-service teacher against APST 1?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

#### Click here to enter comments on how the pre-service teacher has demonstrated APST 1:

Jett demonstrated strong relationship-building skills, quickly learning the students names and taking the time to get to know their interests. This enabled him to engage students effectively and adapt his teaching to their needs. He offered tasks in a variety of formats, including digital and written work, and thoughtfully differentiated activities to provide multiple entry points for learning and extension for those students who required it.

### APST 2: Know the content and how to teach it

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology

#### How would you grade this pre-service teacher against APST 2?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

#### Click here to enter comments on how the pre-service teacher has demonstrated APST 2:

Jett invested considerable time in planning to deepen his understanding of new topics, particularly within Stage 1 Mathematical Methods. This preparation allowed him to clearly demonstrate concepts and respond confidently to student questions beyond the planned content. He employed a range of strategies, including the effective use of ICT such as videos, slides, and self-developed interactive resources, which were particularly engaging and enhanced student learning opportunities.

## PROFESSIONAL PRACTICE

### APST 3: Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals

- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Knowledge in the use of effective classroom communication
- 3.7 Engage parents/carers in the educative process

### How would you grade this pre-service teacher against APST 3?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

### Click here to enter comments on how the pre-service teacher has demonstrated APST 3:

Jett demonstrated strong organisational skills in his lesson planning, ensuring lessons had a clear structure with starters and explicit learning goals. He frequently used digital check-ins and informal questioning to gauge students current understanding, which effectively informed the planning of subsequent lessons to meet student needs.

### APST 4: Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically

### How would you grade this pre-service teacher against APST 4?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

### Click here to enter comments on how the pre-service teacher has demonstrated APST 4:

Jett implemented positive behaviour for learning strategies effectively, setting clear expectations for students and using visual and verbal tools to provide clear directions. He actively sought regular feedback on his behaviour management, responded well to advice, and demonstrated growth in his capacity to apply these strategies throughout the practicum.

### APST 5: Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students and their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievements

### How would you grade this pre-service teacher against APST 5?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

### Click here to enter comments on how the pre-service teacher has demonstrated APST 5:

Jett employed a range of formative and summative assessment strategies to provide meaningful feedback on student learning. He gave Year 8 students feedback on their Algebra test and regularly used questioning, digital check-ins, and formative worksheets to offer targeted feedback. He engaged professionally with mentor teachers in the moderation of assessment tasks, demonstrating an ability to make consistent and sound judgements about student learning.

## PROFESSIONAL KNOWLEDGE

### APST 6: Engage with Professional Learning

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

### How would you grade this pre-service teacher against APST 6?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

### Click here to enter comments on how the pre-service teacher has demonstrated APST 6:

Jett consistently attended professional learning opportunities at Hallett Cove School and collaborated effectively with other mathematics teachers to enhance curriculum design and pedagogy, particularly for Year 8 Mathematics.

### APST 7: Engage professionally with colleagues, parents/carers and the community

- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

### How would you grade this pre-service teacher against

#### APST 7?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

### Click here to enter comments on how the pre-service teacher has demonstrated APST 7:

Jett regularly engaged in formal and informal professional conversations and sought feedback from his mentor teachers as well as other teachers within the maths faculty to improve his teaching. He shared several of his self-developed ICT resources with the faculty, which were adopted and successfully used by other teachers in their lessons. Jett also attended parent-teacher interviews and supported his mentor teachers in providing feedback to parents and caregivers.

## SUMMARY STATEMENT

### Mentor Comment

#### Please comment on any other particular competencies, abilities, contributions, strengths and impact of teaching of the Pre-Service Teacher.

Jett demonstrated a high level of professionalism and was highly motivated to complete his practicum to the best of his ability. He actively sought opportunities to observe and assist in lessons beyond expectations, including supporting Year 8 Mathematics intervention classes, which enhanced his understanding of effective differentiation and managing students with diverse learning needs. He also contributed to additional school events, such as the Year 8 “Gr8 Race” orienteering excursion at Oaklands Wetlands, where he helped develop resources, supported the running of the excursion, and strengthened relationships with students across the Year 8 cohort. Jett was exceptionally organised and undertook extensive preparation, including researching topics outside his specialty, enabling him to teach confidently and respond to student questions beyond the lesson content. His lessons consistently had clear objectives and structures, which supported student engagement and learning. Students in both Year 8 Mathematics and Stage 1 Mathematical Methods consistently reported enjoying their lessons and valued the positive relationships he built with them. He continually sought to improve his pedagogy, both in curriculum delivery and classroom management, implementing feedback from mentor teachers promptly and effectively. Jett’s key strengths lie in his organisation, ability to form positive and productive relationships with students, and his skill in designing engaging activities that promote active participation and successful learning outcomes.

## FINAL ASSESSMENT

The Pre-Service Teacher's overall rating should reflect the Mentor Teacher's view of how they performed against the Graduate level of the Australian Professional Standard for Teachers.

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

Staff at The University of Adelaide, School of Education greatly value your opinion and appreciate the time and effort you have put into supervising our Pre-Service Teachers.

Thank you  
Dr Walter Barbieri  
Director for Placements  
School of Education

### Mentor Teacher Verification:

Once you have completed report, please click on Mentor Teacher Verification below and advise your Site Coordinator so the report can be formally submitted

Actioned by Gary McWhinney on 30/09/2025 1:11:13 PM

### Student Comment:

Please comment about your placement and click on Step 3: Student Submit button when finished.

I'm so grateful for the opportunity to have completed my placement at Hallett Cove. A massive thank you to my mentors, Gary McWhinney and Matthew Johnston, for their amazing support and guidance, and to the entire maths faculty for being so welcoming. I really valued the practical feedback, which helped me grow in areas like differentiating tasks and managing the classroom. Building relationships with the students in both Year 8 and Stage 1 was incredibly rewarding. I loved the challenge of designing new activities and resources and appreciate all the opportunities I was given to get involved in the wider school community. Thank you for a memorable and valuable experience! I felt my confidence grow each week and I'll carry these strategies into my next classes.

Actioned by Jixing Ye (1798631) on 30/09/2025 5:45:19 PM

### Site Coordinator Verification:

Once you have completed the report, please click on Site Coordinator Verification below and the form will be sent to the School of Education electronically

### Site Coordinator Report:

You may wish to complete this section as the Site Coordinator to report on any extra curricular activities/involvement the pre-service teacher may have participated in.

Add text here:

NA

Actioned by Tom Leverenz on 11/11/2025 11:49:47 AM

### OFFICE USE ONLY

### Director for Placements Verification:

Once you have certified all information above is correct and you are satisfied with the pre-service teacher result please click on the Director for Placements Verification below

Has the Pre-Service Teacher successfully completed the placement

Yes  No

Actioned by Walter Barbieri on 11/11/2025 4:38:11 PM

## School of Education Verification

Once report has been checked and verified by all parties please click on the Report Certified and processed below which will finalise the Placement Report process

Actioned by Denice Daou on 18/11/2025 3:30:54 PM