

Understanding this report

Standards referenced assessment is used in NSW schools. This means your child's performance is compared to a set of standards, not to other students. The table below shows the achievement scale used to report your child's achievement at this point in their learning. A variety of assessment opportunities were used to gather information about their learning this semester.

You may request the school to provide you with written information that clearly shows your child's achievement compared to his or her peer group at school. This information will show you the number of children in the group in each of the achievement levels.

Achievement		Description for parents/carers
Outstanding	A	Your child's achievement in this subject is outstanding. They confidently apply their knowledge and skills in a range of new and complex situations.
High	B	Your child's achievement in this subject is high. They confidently apply their knowledge and skills in a range of familiar and new situations.
Expected	C	Your child's achievement in this subject is at the expected standard. They apply their knowledge and skills in familiar situations.
Basic	D	Your child's achievement in this subject is basic. They apply their knowledge and skills in familiar situations with support.
Limited	E	Your child's achievement in this subject is limited. They apply their knowledge and skills in some familiar situations with significant support.

A summary of your child's effort in each subject for this semester is included. The table below shows the scale used to report your child's effort in each subject. This information may be useful to you in conversations with your child about their learning.

Effort		Description for parents/carers
High		Your child actively participates and engages in most learning activities. They always try to complete and present work to a high standard.
Satisfactory		Your child actively participates and engages in most learning activities. They regularly try to complete and present work to the required standard.
Low		Your child sometimes participates and engages in learning activities. They occasionally try to complete and present work to the required standard.

Understanding the personalised reporting scale for students with disability

In this report you may see two ways of showing achievement.

The 5-point achievement scale (A–E) is used when your child is working on the same stage outcomes as most students in their year group.

The personalised reporting scale (P4–P1) is used when your child’s program has been adjusted to outcomes below stage level, as agreed with you through collaborative curriculum planning.

If both scales appear, it means that some subjects were assessed against syllabus outcomes at stage level and others against personalised learning goals.

Word descriptor	P4 to P1 level	Achievement description
Independent	P4	The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.
Frequent	P3	The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.
Occasional	P2	The student understands information, concept and/or can perform the skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.
Beginning	P1	The student has some existing prior knowledge and/or necessary pre-skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

New Public School

Insert your school logo or emblem here

Blake Hill

This report is issued without any corrections

Stage 2 • 3/4R

Mr River

Blake's Semester 1 report provides a summary of his progress across all key learning areas. For further information or questions regarding this report, please contact New Public School at nps@det.nsw.edu.au or call 1234 5678

General comment

Enthusiastic and sociable, Blake joins class activities with a positive attitude and is steadily meeting the personalised goals we set together.

He shows greater confidence in personal development, health and physical education (PDHPE). Blake can identify ways to keep himself safe such as using No-Go-Tell. His personal learning goal was to improve his flexibility and coordination. Progress in these areas has been observed during physical education. Throwing and kicking with accuracy remains a focus.

A love of science and technology continues to shine. Blake investigated how heating and cooling change materials and used his iPad's speech-to-text function to explain findings. Using specific scientific words when recording results is his next step.

To manage emotions, Blake now practises relaxation and breathing techniques. Beginning to pause and reset before reacting, he is working towards moving to a quiet zone independently when overwhelmed.

Social development and commitment to learning								
	C	U	S		C	U	S	
Communicates needs to teachers and support staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Adheres to established routines and expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Asks for help or clarification when necessary	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Engages with emotion regulation activities or games	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Uses assistive technology tools effectively	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Engages positively with peer buddies	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

C – consistently U – usually S – sometimes

Extra activities			
Student Representative Council	Choir		

Attendance			
Whole days absent	6	Partial days absent	3

English	Overall achievement	P2 – Occasional	Effort	Satisfactory
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Teacher's comments

Blake tackles English tasks with enthusiasm and is starting to share ideas in whole-class discussions. Verbal and visual prompts (pictures, photos and gestures) help him access tasks and communicate in simple phrases. Growing confidence is evident in small-group talks. He recognises common sight words and reads Stage 1 decodable texts, sounding out single letters with little help. Retelling parts of stories and describing characters with everyday vocabulary are genuine strengths.

Next steps: write sentences that begin with capitals and end with full stops, and use sequencing words such as first, next and finally when telling or writing stories. Practising these words while retelling familiar tales will help Blake organise ideas and make his storytelling clearer.

Mathematics	Overall achievement	P2 – Occasional	Effort	Satisfactory
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Teacher's comments

Blake is progressing well toward Early Stage 1 outcomes in mathematics. He understands basic number ideas and, with support, matches small groups of objects to dot patterns. Counting up to five independently occurs at times. Strengths include grouping and separating objects, which underpins simple addition and subtraction. Blake can spot basic shapes in everyday items and, with guidance, sort objects by size or colour.

Next steps: hands-on activities continue to build his description of 2D shapes and counting forwards to 10. As confidence grows in familiar tasks, the goal is to explain his thinking aloud to strengthen understanding and independence.

Creative arts	Overall achievement	Expected	Effort	Satisfactory
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	dance	drama	music	visual arts
Achievement	Not studied this semester	Not studied this semester	Expected	Expected
Effort	Not studied this semester	Not studied this semester	Satisfactory	Satisfactory

Human society and its environment	Overall achievement	Expected	Effort	Satisfactory
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	geography	history
Achievement	Not studied this semester	Expected
Effort	Not studied this semester	Satisfactory

Personal development, health and physical education	Overall achievement	P3 – Frequent	Effort	High
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	personal development, health	physical education
Achievement	P3 – Frequent	P3 – Frequent
Effort	High	High

Science and technology	Overall achievement	Expected	Effort	High
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	science	technology
Achievement	Expected	Expected
Effort	High	High