

## 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 EAL/D learning progression for students learning English as an additional language or dialect

In this report you will find two types of information about your child's learning.

- **The plain English achievement scale**, which is used to report your child's achievement in all subjects at this point in their learning.
- **English-language learning**, shown as an English as an additional language or dialect (EAL/D) phase. This shows how your child is developing their understanding and use of the English language.

The EAL/D phase is additional information. It does not replace or change the subject grades. Instead, it helps you understand how your child is progressing in learning English as a language.

Phase	Description for parents/carers
Beginning	Your child is starting to learn English. They can speak one or more languages other than English and may have an age-appropriate level of written literacy in their first language. They are starting to engage with simple language tasks from the curriculum.
Emerging	Your child has a growing knowledge of English. They can speak one or more languages including basic English and have a growing knowledge of written English. They are able to participate in classroom activities and engage with learning when provided with suitable language teaching and additional time to complete classroom activities.
Developing	Your child can speak one or more languages including functional English and have a developing knowledge of written English. They are active participants in classroom and school routines and are able to engage with learning tasks with increasing success. Their first language continues to be a valuable support while they are developing control over English grammar and building their vocabulary.
Consolidating	Your child can speak one or more languages including English and has a sound knowledge of written English. They are independent participants in classroom and school routines and have an increased ability to use English to engage in learning with general success. They understand and produce spoken and written texts successfully for a range of specific purposes but still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases.

Overall EAL/D progression phase    Developing

Ahmed is learning English as an additional language or dialect. He is in the 'Developing' phase of the English as an Additional Language or Dialect (EAL/D) Learning Progression. He follows everyday instructions, uses a growing range of common words to describe events, and reads more complex texts by linking what he already knows to clues in the writing. He writes short, clear texts for different purposes, and more new words are beginning to appear in his sentences.

Support includes bilingual resources to connect home-language ideas with English and a home-language buddy during literacy tasks.

# New Public School

Insert your school logo or emblem here

Ahmed Blake

This report is issued without any corrections

Year 2 – Banksia

Ms Freeman

Ahmed'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 school@det.nsw.edu.au or call 1234 5678

## General comment

Engaged and enthusiastic, Ahmed brings energy and care to every lesson, producing work of a high standard and nurturing a positive classroom atmosphere. He embraces challenges and acts on feedback to improve. His creative expression shines through in paintings and drawings. The next step is for Ahmed to identify how artists use symbols to represent ideas in their artworks.

Demonstrating a growing understanding of the living world, Ahmed confidently describes the features and needs of living things. He enjoys using technology to conduct scientific investigations. He can further strengthen his skills by using appropriate vocabulary to express his ideas clearly in science and technology. Ahmed demonstrates an understanding of when safe decisions are needed, such as always holding a grown-up’s hand while crossing the road. The next step for Ahmed is to recognise situations that require assistance from emergency services. Ahmed confidently performs movement skills like running and galloping. His next challenge is to use a range of equipment to competently strike a ball.

Through his detailed illustrations, Ahmed has effectively shown the structure of his immediate family. To build on this, he should explore and discuss how family celebrations have remained the same or changed across different generations.

Social development and commitment to learning								
	C	U	S		C	U	S	
Observes playground rules	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Works well independently	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Works cooperatively with peers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completes tasks in a timely manner	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Takes responsibility for their own actions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Seeks out learning challenges	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

C – consistently U – usually S – sometimes

Extra activities			
Garden club	Choir	Dance group	

Attendance			
Whole days absent	5	Partial days absent	2

English	Overall achievement	Basic	Effort	Satisfactory
Teacher's comments				
<p>Ahmed joins whole-class and small-group discussions and asks questions that build background knowledge for harder texts. Reading aloud to an English speaker will help to improve volume, expression and comprehension.</p> <p>Pictures and diagrams make his writing clear, which is shown in his digital description of ants. With teacher guidance he orders ideas logically. Focusing on word endings such as 'small' to 'smallest' and common letter patterns may improve spelling accuracy.</p>				

Mathematics	Overall achievement	Expected	Effort	High
Teacher's comments				
<p>Ahmed confidently reads, writes and orders numbers to 999 and recalls addition and subtraction facts to 20. Bilingual support enables his use of diagrams and models to solve multiplication and division. With teacher assistance, he explains his reasoning.</p> <p>Ahmed creates new 2D shapes by combining and separating them and, with support, names their features. Next steps are using terms such as 'left turn', 'clockwise' and 'half turn' to describe movement, linking these ideas to everyday situations like reading a clock.</p>				

Creative arts	Overall achievement	Expected	Effort	High
	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	High	High

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

Personal development, health and physical education	Overall achievement	Expected	Effort	Satisfactory
	personal development, health	physical education		
Achievement	Expected	Expected		
Effort	Satisfactory	Satisfactory		

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