

## 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.

# English as an additional language or dialect (EAL/D) Learning Progression phases

A summary of your child's progress in learning English as an additional language or dialect (EAL/D) is also included. Your child will have an EAL/D phase on their report which is explained in the table below. Information about your child's progress in learning English and how their English language development has been supported is included as a comment.

Phase	Description for parents/carers
<b>Beginning</b>	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.
<b>Emerging</b>	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.
<b>Developing</b>	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.
<b>Consolidating</b>	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.

# New High School

Insert your school logo or emblem here

Lin Wang

Issued without any corrections

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

## Attendance

Explained absences		Unexplained absences	
Whole days	1	Whole days	0
Partial days	0	Partial days	0

Extra activities			
Zone Swimming Carnival	Anzac Day service	SRC representative	Athletics Carnival

Overall EAL/D progression phase: Developing

Received support in class	Yes	Was withdrawn for extra support	No
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Lin has a good understanding of English language and can engage with a variety of texts and tasks confidently. She comprehends formal and informal language, including discussions on many topics, and can summarise key points effectively. Lin can independently read and responds to a variety of texts. She produces well-structured texts, using varied vocabulary and accurate grammar. Lin has been provided with explicit teaching strategies and feedback.

English	Overall achievement	Effort
	Expected	High
Learning outcomes		Achievement
Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction		Expected
Analyses how meaning is created through the use of and response to language forms, features and structures		Expected
Identifies and explains ways of valuing texts and the connections between them		Expected
Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas		Expected
Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts		High

Teacher’s comments

Lin is an enthusiastic learner who has engaged with a range of challenging texts this semester. She is starting to analyse language features and create texts incorporating relevant information. Her writing is well-organised, and with scaffolds, she demonstrates that she is starting to use supporting details. As shown in her speaking assessment, Lin can present ideas and information on a range of familiar topics and issues. She could benefit from using a wider range of persuasive language techniques to develop her arguments more effectively.

Teacher: Mr A Teacher

Head Teacher: Miss B Teacher

Mathematics	Overall achievement	Effort
	Expected	High
Learning outcomes		Achievement
Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders		Expected
Identifies and applies the properties of triangles and quadrilaterals to solve problems		High
Simplify algebraic expressions that involve multiplication and division, including simple algebraic fractions		Expected
Explains the role and meaning of grouping symbols in algebraic expressions		Expected
Analyses simple datasets using measures of centre, range and shape of the data		Expected

Teacher’s comments

Lin has improved her working mathematical skills. She works well with her classmates to better understand ideas. Lin uses a wide range of mathematical vocabulary, has a positive attitude toward learning and uses learning spaces well. She showed her working mathematical skills in all questions on the Measurement assessment task. Lin can identify mathematical terms and can solve regular problems about volume and surface area in both familiar and new situations. She may benefit from choosing the right methods to solve problems with algebra. Taking time to check answers for accuracy could support Lin in improving her work.

Teacher: Ms C Teacher

Head Teacher: Mrs D Teacher

Science	Overall achievement	Effort
	Expected	High
Learning outcomes		Achievement
Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge		Expected
Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations		High
Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually		High
Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions		Expected
Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles		Expected

Teacher’s comments

Lin is a diligent learner who has demonstrated a sound understanding of content this semester. She has displayed excellent planning skills which were evident in her collaborative research project on the Chemical world. She proposed a research question and developed a testable hypothesis.

Lin conducted a valid and safe investigation with some support. She recorded the data in a table and produced a well-labelled line graph. She is able to draw a conclusion, and present investigation results by using guided steps. Lin could improve by proofreading her work and making greater use of the data to explain how the results supported her hypothesis.

Teacher: Ms E Teacher

Head Teacher: Mrs F Teacher

Geography	Overall achievement	Effort
	Expected	High
Learning outcomes		Achievement
Acquires and processes geographical information by selecting and using geographical tools for inquiry		Expected
Explains differences in human wellbeing		High
Communicates geographical information using a variety of strategies		High
Explains how interactions and connections between people, places and environments result in change		Expected
Examines perspectives of people and organisations on a range of geographical issues		Expected

Teacher’s comments

Lin has worked hard in Geography this semester. She shows resilience in her learning and actively participates in class activities. Her technical vocabulary is growing and she completed a research task on the livability of places, using relevant information from various sources. Lin explains how people, places, and environments are connected. Her task was well researched and clearly presented. Lin's exam results show that she understands the course content, and can recall and summarise. She can use her mapping and geographical skills to answer questions. Lin may benefit from practising writing responses using a clear structure, and from reviewing and editing her work. This may help her communicate more effectively using geographical terms.

Teacher: Mr G Teacher

Head Teacher: Mrs H Teacher

Personal development, health and physical education	Overall achievement	Effort
	High	High
Learning outcomes	Achievement	
Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity	High	
Plans for and participates in activities that encourage health and a lifetime of physical activity	Expected	
Demonstrates self-management skills to effectively manage complex situations	High	
Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	High	
Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequence	Expected	

Teacher's comments

Lin is a conscientious student who completes all tasks with diligence. Her confidence in engaging in classroom discussions is increasing. Lin demonstrates leadership qualities when engaged in group work tasks. She has refined her movement and strategic skills in a range of games this semester. Lin achieved good results in her games assessment. She was able to understand the parts and annotate an attacking and defensive strategy, using simple terms. Lin can use self-management and interpersonal skills to manage complex situations. She could benefit from actively engaging in all practical lessons to further develop her physical skills.

Teacher: Miss I Teacher

Head Teacher: Mr J Teacher

Technology Mandatory	Overall achievement	Effort
	Outstanding	High
Learning outcomes	Achievement	
Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Outstanding	
Plans and manages the production of designed solutions	High	
Selects and safely applies a broad range of tools, materials and processes in the production of quality projects	High	
Investigates how food and fibre are produced in managed environments	Outstanding	
Explains how the characteristics and properties of food determine preparation techniques for healthy eating	Outstanding	

Teacher's comments

Lin has shown creativity and produced innovative solutions throughout the semester. She is motivated and has a positive attitude towards learning. She took part in plant production and grew herbs in her self-watering planter. She used these herbs and followed the steps of a recipe to make a healthy burger for an adolescent. Lin has worked safely and kept good hygiene in the kitchen. To help manage her time better during practical lessons, she could create a workflow plan. This plan may also help her select the right tools and equipment for each task.

Teacher: Mr K Teacher

Head Teacher: Ms L Teacher

Music	Overall achievement	Effort
	Expected	Satisfactory
Learning outcomes	Achievement	
Performs music demonstrating solo and/or ensemble awareness	Expected	
Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing	Expected	
Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas	Expected	
Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire	Expected	
Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform	Expected	

Teacher’s comments

Lin has made steady progress this semester. She is improving her skills on guitar and with more practice, she will gain confidence on the keyboard. Her composition showed that she can create a melody and bass line using the correct techniques and appropriate use of the relevant concepts of music. Lin performed well in her written test and showed that she is beginning to understand key musical ideas and terminology. With increased focus in class when completing activities and regular revision at home, her results could continue to improve.

Teacher: Miss M Teacher

Head Teacher: Mr N Teacher

French	Overall achievement	Effort
	Expected	High
Learning outcomes	Achievement	
Use features of the sound system in spoken interactions	Expected	
Understand and reciprocate information about their own and others’ personal worlds	High	
Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes	High	
Use knowledge of sound–symbol correspondences to understand and respond to texts	Expected	
Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts	Expected	

Teacher’s comments

Lin is an engaged and respectful learner. In the 'What are we eating?' unit, she listened to and read information about French foods around the world. She has demonstrated strength in expressing opinions about different foods and drinks in French using simple and complex sentences. She understands and takes part in spoken conversations in French. Lin uses her knowledge of grammar and language features from her native language and transfers this knowledge to understand meaning in French. Lin's next steps could include practising reading aloud a variety of texts to further develop her pronunciation and understanding.

Teacher: Ms O Teacher

Head Teacher: Mrs P Teacher