

## 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
<b>Outstanding</b>	<b>A</b> Your child's achievement in this subject is outstanding. They confidently apply their knowledge and skills in a range of new and complex situations.
<b>High</b>	<b>B</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.
<b>Expected</b>	<b>C</b> Your child's achievement in this subject is at the expected standard. They apply their knowledge and skills in familiar situations.
<b>Basic</b>	<b>D</b> Your child's achievement in this subject is basic. They apply their knowledge and skills in familiar situations with support.
<b>Limited</b>	<b>E</b> 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
<b>High</b>	Your child actively participates and engages in most learning activities. They always try to complete and present work to a high standard.
<b>Satisfactory</b>	Your child actively participates and engages in most learning activities. They regularly try to complete and present work to the required standard.
<b>Low</b>	Your child sometimes participates and engages in learning activities. They occasionally try to complete and present work to the required standard.

# New High School

Insert your school logo or emblem here

David Smith

Issued without any corrections

Year 8

David'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 High School at [newhs@det.nsw.edu.au](mailto:newhs@det.nsw.edu.au) or call 02 1234 5678

## Attendance

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

## Extra activities

Swimming Carnival	Anzac Day service	STEM club	Athletics Carnival

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

#### Teacher's comments

David is an enthusiastic learner who has engaged with a range of challenging texts this semester. He has analysed language features used to create meaning and position the reader to understand a composer's perspective. David's writing is well-organised and demonstrates an emerging personal voice. As shown in his speaking assessment, David demonstrates a high level of competence. To develop his persuasive arguments, David could practice using a wider range of persuasive features including emotive language.

Teacher: Mr A Teacher

Head Teacher: Mrs D Teacher

<b>Mathematics</b>	Overall achievement Expected	Effort High
<b>Learning outcomes</b>	<b>Achievement</b>	
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

David has improved his working mathematical skills. He works well with his classmates to better understand ideas. David has a positive attitude toward learning and uses learning spaces well. He showed his working mathematical skills in all questions on the Measurement assessment task. David can solve regular problems about volume and surface area in both familiar and new situations. To improve, he could focus on choosing the right methods to solve problems with algebra. Taking time to check his answers for solutions for reasonableness may also support David in reflecting on and strengthening his work even further.

Teacher: Ms C Teacher

Head Teacher: Mrs D Teacher

<b>Science</b>	Overall achievement	Effort
	Expected	High
<b>Learning outcomes</b>		<b>Achievement</b>
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

David is a diligent learner who has demonstrated a sound understanding of the content covered this semester. David accurately presents science ideas and findings. He displayed an excellent range of presentation skills in his research project on the Chemical world. He proposed a research question and developed a testable hypothesis. David conducted a valid and safe investigation with minimal support. He recorded the data in a table and produced a well-labelled line graph. He is able to draw a conclusion addressing the investigation's aim. David could further strengthen his data analysis skills by making greater use of the data to explain how the results supported his hypothesis.

Teacher: Ms E Teacher

Head Teacher: Mrs F Teacher

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

#### Teacher's comments

David has worked hard in Geography this semester. He shows resilience in his learning and has achieved excellent results. He completed an outstanding research task on the livability of places, using examples from different countries. David explains how people, places, and environments are connected. His task was well researched and clearly presented. David's exam results show that he understands the course content in detail. He can use his mapping and geographical skills to answer questions. David could keep practising extended responses using a clear structure. This may help him communicate better using geographical terms and ideas.

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	High	
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

David is an engaged learner who completes all tasks with diligence. He frequently participates in both whole-class and small-group discussions. David demonstrates strong leadership qualities when engaged in group work tasks. He has refined his strategic skills in a range of games this semester. In David's games assessment, he was able to annotate an attacking and defensive strategy. David can use self-management and interpersonal skills to manage complex situations. To further strengthen his physical and movement skills, David could actively engage in all practical lessons.

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

David has demonstrated strength in creativity and producing innovative solutions this semester. He is motivated and has a positive attitude towards learning. He took part in plant production and grew herbs in his self-watering planter. He used these herbs to make a healthy burger for an adolescent. David has worked safely and shown good hygiene in the kitchen. To help manage his time better during practical lessons, he could create a workflow plan. This plan can also help him choose the right tools and equipment for each task.

Teacher: Mr K Teacher

Head Teacher: Ms L Teacher

<b>Music</b>	Overall achievement	Effort
	Expected	Satisfactory
<b>Learning outcomes</b>		<b>Achievement</b>
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**

David has demonstrated an understanding of musical concepts. He is improving his performance skills on both keyboard and guitar. With more practise, he could gain confidence on the keyboard. His composition showed that he can create a melody and bass line appropriately using the relevant techniques and concepts of music. David's in class written test showed that he is beginning to understand key musical ideas. He may improve his results with increased focus in class and undertake regular revision of key musical concepts.

Teacher: Miss M Teacher

Head Teacher: Mr N Teacher

<b>Visual arts</b>	Overall achievement	Effort
	High	High
<b>Learning outcomes</b>		<b>Achievement</b>
Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts		Expected
Explores the function of and relationships between the artist – artwork – world – audience		High
Uses a range of strategies to explore different artmaking conventions and procedures to make artworks		High
Explores aspects of practice in critical and historical interpretations of art		High
Begins to acknowledge that art can be interpreted from different points of view		Expected

**Teacher's comments**

David is a creative and enthusiastic Visual Arts student who has presented his work to a high standard this semester. His written analysis of Beth Mbitjana Inkamala's work showed a clear understanding of her artmaking style. He explained her ideas and choices in a thoughtful and convincing way. His final sculpture of a hybrid animal was imaginative and showed a strong understanding of form. David's visual arts diary is well organised and shows his creative ideas. David's next steps are to review his colour choices in his art work. This may help bring his creative ideas to life.

Teacher: Ms O Teacher

Head Teacher: Mrs P Teacher