

Report sample – Year 11

Understanding this sample

The Curriculum planning and programming, assessing and reporting to parents K–12 policy and the Curriculum policy standards outline the reporting requirements for students studying Year 11 courses (section 3.1.4, 3.2.4, 3.3). This includes requirements relating to:

- use of the common grade scale for preliminary courses
- essential elements to include in the report
- comparing student achievement with their cohort
- reporting on VET courses

Understanding this report

Learning achievement – A common grade scale for preliminary courses is used to report student achievement in Year 11 courses on NESAs credentials. This means student performance is compared to a set of standards, not to other students. The table below shows the achievement scale used to report student achievement at this point in their learning. A variety of assessment opportunities were used to gather information about student learning this semester.

Grade	Achievement description
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Learning achievement – VET

VET courses are competency-based, and assessment of competencies is standards-referenced. This means that student performance is assessed against an industry defined standard, rather than being compared against others. The table below shows the achievement scale used to report student progress at this point in their learning.

Upon completing a VET course, students have either “Achieved” competency, or they have not. For a competency outcome of “Not Achieved” to be recorded, the time for completion of all assessment activities must have ended, and the student must have attempted all assessment activities.

Outcome	Result	Achievement description
Achieved	A	The student has completed the unit of competency and has been assessed as competent in all elements
Not achieved	NA	The student has been assessed and is not competent in one or more elements of the unit of competency
Continuing	C	The student is enrolled in the unit of competency and training has commenced, however the final assessment for the unit will be conducted in the next semester or calendar year (whichever is applicable)
Withdrawn	W	The student did not attempt all assessment activities. Assessment for this unit of competency has been finalised.
Recognition of prior learning	RPL	The student has been assessed as competent for the whole unit of competency as a result of recognition of prior skills and knowledge
Credit transfer	CT	The student has been awarded a recognised credential in the unit of competency at the same or another RTO and has provided evidence of this
Did not start	DNS	Training for the unit has not commenced

Social development and commitment to learning

The report also includes a summary of student social development and commitment to learning in each course this semester. This information may support meaningful conversations with the student about their learning. The table below shows the achievement scale used to report student progress at this stage.

Achievement	Description
Consistently	The student demonstrates the behaviour in nearly all situations with minimal or no support.
Usually	The student demonstrates the behaviour in most situations; occasional support may be needed.
Sometimes	The student demonstrates the behaviour irregularly; requires frequent reminders or support.
Rarely	The student demonstrates the behaviour infrequently; requires ongoing support and intervention.

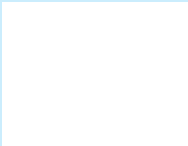
Effort

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	The student actively participates and engages in most learning activities. They always try to complete and present work to a high standard.
Satisfactory	The student actively participates and engages in most learning activities. They regularly try to complete and present work to the required standard.
Low	The student sometimes participates and engages in learning activities. They occasionally try to complete and present work to the required standard.

This table provides an example of how to report on effort. Reporting on effort is not a mandatory requirement; schools may choose to include effort for each course.

New High School



Alira Martin

Issued without any corrections

Year 11

Alira'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			
Swimming Carnival	Anzac Day Service	Zone Athletics	

English (standard)		
Overall grade	Course group rank	Effort
C	32/65	Satisfactory

Course outcomes	Grade
EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure	B
EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	C
EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning	C
EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	C

Social development and commitment to learning

Area	Achievement
Is prepared for class, engaged and completes all set tasks	Consistently
Demonstrates respect for other learners and personal responsibility	Consistently
Works well independently	Usually
Works well as a member of a team	Usually

Teacher’s comments

Alira demonstrates a sound understanding of English concepts. She applies analytical skills to a range of language forms, features and structures. A more thorough application of critical thinking skills using analysis and evaluation would improve Alira’s outcomes. Alira demonstrates well-developed skills in the composition of texts for purpose. She may benefit from experimenting with a wider range of language forms to improve her writing. Alira approaches her learning with commitment and takes responsibility for completing tasks to the best of her ability.

Mathematics (standard)		
Overall grade	Course group rank	Effort
C	24/50	High

Course outcomes	Grade
MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units	C
MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures	C
MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations	C

Social development and commitment to learning

Area	Achievement
Is prepared for class, engaged and completes all set tasks	Consistently
Demonstrates respect for other learners and personal responsibility	Consistently
Works well independently	Consistently
Works well as a member of a team	Consistently

Teacher’s comments

Alira has shown a positive attitude towards her learning. She works well with others and regularly contributes to class discussions to deepen her understanding of new ideas. She is developing her mathematical thinking skills and demonstrates sound knowledge when working with measurement, particularly in relation to volume and surface area. She is also learning to apply these skills to new situations. She has worked with units of energy and time in practical contexts.

To continue improving, Alira is encouraged to strengthen her reasoning by comparing different strategies. This may include explaining her choices and identifying the most efficient methods for solving a range of questions. She would also benefit from practising non-routine problem-solving tasks and checking her calculations to ensure accuracy.

Teacher: Mrs C Teacher

Head Teacher: Ms D Teacher

Biology		
Overall grade	Course group rank	Effort
C	7/13	High

Course outcomes	Grade
BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes	C
BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms	C
BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information	B

Social development and commitment to learning

Area	Achievement
Is prepared for class, engaged and completes all set tasks	Consistently
Demonstrates respect for other learners and personal responsibility	Consistently
Works well independently	Consistently
Works well as a member of a team	Usually

Teacher’s comments

Alira has worked consistently, completing all assigned classwork and assessments. She understands biological concepts such as osmosis and surface area to volume ratio. She is continuing to develop her ability to apply these concepts to unfamiliar situations. Alira can plan and conduct a scientific investigation. She can produce some simple scientific drawings of cells. She contributes to class discussions when prompted. Regular revision of her work and practising how to answer questions could help Alira strengthen her knowledge and grades.

Teacher: Mr E TeacherHead Teacher: Mrs F Teacher

Business studies		
Overall grade	Course group rank	Effort
B	6/21	Satisfactory

Course outcomes	Grade
P1 discusses the nature of business, its role in society and types of business structure	B
P2 explains the internal and external influences on businesses	B
P7 plans and conducts investigations into contemporary business issues	B
P8 evaluates information for actual and hypothetical business situations	B

Social development and commitment to learning

Area	Achievement
Is prepared for class, engaged and completes all set tasks	Consistently
Demonstrates respect for other learners and personal responsibility	Usually
Works well independently	Usually
Works well as a member of a team	Usually

Teacher’s comments

Alira shows commitment and organisation in her approach to learning in Business Studies. She demonstrates deep understanding of the topics studied when participating in class discussions. Alira can evaluate information for actual and hypothetical business situations. She supports her written responses with examples of current business issues and concepts. Alira is developing her structured writing skills to improve the organisation of her ideas and communicate more logically. She is encouraged to submit draft responses for feedback to support further improvement.

Community and family studies		
Overall grade	Course group rank	Effort
B	7/18	High

Course outcomes	Grade
P2.1 accounts for the roles and relationships that individuals adopt within groups	B
P4.1 utilises research methodology appropriate to the study of social issues	B
P6.2 uses critical thinking skills to enhance decision making	C

Social development and commitment to learning

Area	Achievement
Is prepared for class, engaged and completes all set tasks	Consistently
Demonstrates respect for other learners and personal responsibility	Usually
Works well independently	Usually
Works well as a member of a team	Usually

Teacher’s comments

Alira works well in class and has completed all assigned tasks with dedication. Her project on leadership within groups shows a well-developed understanding of syllabus concepts. Alira can explain the impact of leadership on relationships within groups. She can use real world examples and create diagrams to show connections. To improve, she could incorporate more syllabus-specific terminology into her written work. Practising examination style questions may also enhance her performance.

Qualification: CPC20220 Certificate II in Construction Pathways
NSW Department of Education RTO 90333

Schools to include any additional qualifications relevant to the student's pattern of study.

Work placement hours

15/35

Work placement hours are cumulative over the 240 hour course

Unit results

Unit Code	Units of learning	Result
CPCCCM1012	Work effectively and sustainably in the construction industry	DNS
CPCCCM1013	Plan and organise work	DNS
CPCCCM1014	Conduct workplace communication	A
CPCCCM1015	Carry out measurements and calculations	C
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	C
CPCCCM2005	Use construction tools and equipment	C
CPCCCM2012	Work safely at heights	DNS
CPCCCM2001	Read and interpret plans and specifications	C
CPCCCM2006	Apply basic levelling procedures	DNS
CPCCCO2013	Carry out concreting to simple forms	DNS

Social development and commitment to learning

Area	Achievement
Is prepared for class, engaged and completes all set tasks	Consistently
Demonstrates respect for other learners and personal responsibility	Consistently
Works well independently	Usually
Works well as a member of a team	Usually

Schools are to determine whether social development and commitment to learning should be included in VET reports as part of a table or within the comment section.

Teacher’s comments

Alira has worked well in class. She can work safely using carpentry tools and equipment. Alira has completed some of her work placement hours and received positive feedback from the employer about her skills and abilities. She can solve problems and suggest solutions to challenges as they arise. Alira may benefit from practising her written responses, using industry terminology when communicating ideas and information.

Teacher: Mr K TeacherHead Teacher: Mr L Teacher