

Report sample – Year 12

Understanding this sample

The [curriculum policy standards](#) outline the reporting requirements for students in Year 12 and specify that schools will:

- use a numerical score (1 to 100) to clearly convey what the student knows and can do in relation to statewide syllabus standards in each course. (section 3.2.4)
- report, including teacher comments, on each of the courses studied. Reports will show information for components of each course. (section 3.1.4)
- for VET courses, schools will report on competency achievement. (section 3.1.4, 3.2.4)
- information on how student achievement compares with that of the peer group may be provided through course group rankings or grade distributions. (section 3.3)

The [NSW Education Standards Authority](#) (NESA) clarifies that schools:

- will use [school-based assessment requirements](#), included in course specific assessment and reporting materials, to develop a formal assessment program for each course. Formal assessment programs must also comply with requirements outlined in [Assessment Certification Examination](#) (ACE) and the schools' [assessment policies and procedures for Stage 6](#).
- will make decisions about the type of feedback, including the use of marks and/or grades, to be provided to students for [formal assessment tasks](#).
- provide students with feedback on their performance in each assessment task, and indicate the student's mark in the task, relative to the outcomes ([ACE 2.1.2](#))
- may decide that it is appropriate to give each student a cumulative rank after each assessment task or at key points throughout the course. However, schools need to be sure that correct weightings have been applied to each task before reporting such a measure of general progress.
- **are not to provide final cumulative school-based assessment marks** to students as these marks will be moderated based on examination performance and [aligned to the performance standards](#).

For content endorsed courses, an assessment mark is awarded using the performance descriptions for reporting achievement in HSC [Board endorsed courses](#).

For [English Studies](#) and [Mathematics Standard 1](#), achievement level descriptions are used to award A-E grades upon completion of the courses.

Resources:

- [Reporting and using grades](#)
- [Reporting](#) – school reports
- [Marking formal assessments](#)
- [Formal assessment](#)

The department does not prescribe a set format for reporting. Schools can decide on their own format by working in partnership with parents, carers and the school community, ensuring it is tailored to meet the needs of the context and needs of the students.

Understanding this report

Learning achievement – This report uses a numerical score (1 to 100) to clearly convey what your child knows and can do in relation to statewide syllabus standards in each course. This may be represented as achievement mark and assessment rank.

For the achievement scale, the [course](#) performance band descriptions may be used as a guide to describe achievement against an outcome at a given point in time.

For [English Studies](#) and [Mathematics Standard 1](#), the achievement level descriptions may be used as a guide for describing achievement against an outcome at a given point in time.

For content endorsed courses, an assessment mark is awarded using the performance descriptors for reporting achievement in HSC [Board endorsed courses](#).

This table provides an example of how to report on social development and commitment to learning. Schools can:

- use the table as it is
- modify the text to suit their needs
- replace the table with written comments to report on a student’s social development and commitment to learning.

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.

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

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.

Effort

A summary of your child's effort in each course for this semester is included. The table below shows the scale used to report your child's effort in each course. 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.c
Low	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

Elijah Toa

Issued without any corrections

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Elijah'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 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	Debating	Athletics Carnival
Choir			

English Advanced			• Including 'overall achievement' is a school-based decision. • For achievement scales, refer to the 'understanding this sample/report' section.
Assessment mark	Assessment rank	Effort	
43/55	5/12	High	

Course outcomes
EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
EA12-6 investigates and evaluates the relationships between texts
EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

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

Elijah demonstrates well-developed skills in describing and analysing the features and structures of texts. He demonstrates thorough knowledge and understanding of the values represented in texts and clearly explains their effects on meaning. Elijah uses critical thinking skills to make connections between texts. His skills in independent investigation support him to produce well-developed responses. Elijah could challenge himself by reading more diverse texts. He could also experiment with more complex narrative structures in his imaginative writing.

Mathematics Standard 2		
Assessment mark	Assessment rank	Effort
46/50	2/12	High

Course outcomes
MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

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

Elijah has shown exceptional ability in applying mathematical concepts. He works confidently when answering questions in a variety of familiar and unfamiliar contexts. His strong analytical skills enable him to draw conclusions and make predictions from data. Elijah clearly communicates his mathematical thinking. He uses correct language, symbols and diagrams to support his responses. He applies a range of techniques to model real-life situations and often reflects on the reasonableness of his solutions. Elijah could continue to practise timed responses and seek feedback to build speed and confidence under exam conditions.
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Teacher: Mr C Teacher

Head Teacher: Miss D Teacher

Physics		
Assessment mark	Assessment rank	Effort
39/55	6/10	Satisfactory

Course outcomes
PH12-1 develops and evaluates questions and hypotheses for scientific investigation
PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

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

Elijah has shown a sound understanding of the Year 12 Physics concepts studied this semester. He can describe the interactions between charged particles and magnetic fields, and with help, he could make stronger links between cause and effect when explaining concepts such as Lenz’s Law. He has demonstrated sound problem-solving skills. This could further improve by organising his work more logically and step by step, especially for complex calculations in projectile motion. He has also done well in practical work, including planning and carrying out experiments. One area for improvement is thinking more critically about his experimental results. By focusing on analysing and understanding the data better, Elijah may strengthen his overall performance in physics.

Teacher: Mrs E Teacher

Head Teacher: Ms F Teacher

Ancient History		
Assessment mark	Assessment rank	Effort
41/55	5/11	High

Course outcomes
AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-1 accounts for the nature of continuity and change in the ancient world
AH12-2 proposes arguments about the varying causes and effects of events and developments

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

Elijah has shown enthusiasm across all topics studied this semester. He engages with historical sources and demonstrates a sound ability to interpret them to support an argument. He uses relevant historical terms and has used classroom scaffolds to help organise his writing. Elijah has shown a high level of understanding of continuity and change in the ancient world. He is encouraged to continue developing his writing by increasing his use of historical evidence and historical understanding in responses, and by submitting drafts for review.
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Personal Development, Health and Physical Education

Assessment mark

52/60

Assessment rank

5/18

Effort

High

PDHPE course is current for 2025

Course outcomes
H1 describes the nature and justifies the choice of Australia's health priorities
H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
H7 explains the relationship between physiology and movement potential
H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

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

Elijah has shown a thorough understanding of key concepts related to Australia's health priorities. He was able to clearly describe these priorities and explain their importance to the health of Australians. Elijah used current health data and trends to support his explanations and demonstrated a detailed understanding of the factors affecting health. Additionally, he explained how the body works and how this relates to a person's ability to move and perform in physical activities. In class tasks and assessments, Elijah demonstrated strong critical thinking skills. One area for development is his teamwork skills. By participating more actively in group projects, Elijah could build stronger connections with his peers and continue to improve his learning experiences. He could seek opportunities for collaboration to support his growth in this area.

Teacher: Miss I Teacher

Head Teacher: Mr J Teacher

Visual Design

Field: Product Design

Module PD1: Packaging

Assessment mark

40/45

Assessment rank

4/15

Effort

High

• Visual Design is a content endorsed course.

• For achievement scale, refer to the 'understanding this sample/report' section.

Course outcomes
DM1 generates a characteristic style that is increasingly self-reflective in their design practice
DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3 distinguishes between different points of view, using the frames in their critical and historical investigations

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

Elijah is a motivated student with a strong interest in product and packaging design. He understands that research, planning, and creative thinking are important parts of the design process. For his project, Elijah created a sustainable package for store-bought sushi. He closely followed the design brief and considered how to develop safe, easy-to-use, and environmentally friendly packaging. Elijah carefully evaluated the structural qualities of the design and selected appropriate materials to ensure it could be reused or recycled. He used various design tools, including 3D modelling and drawing, to clearly express his ideas. His final design shows a strong balance of form and function. Elijah has demonstrated an understanding of how cultural and social values influence consumer choices. He could improve his written responses by explaining how designers are influenced by their world when designing for consumers.

Teacher: Miss K Teacher

Head Teacher: Mr L Teacher