

Evidence of lack
of School
Reporting due to
Teacher Shortages



End of Semester Reports

End of Semester reports will be published to Compass from 4pm today.

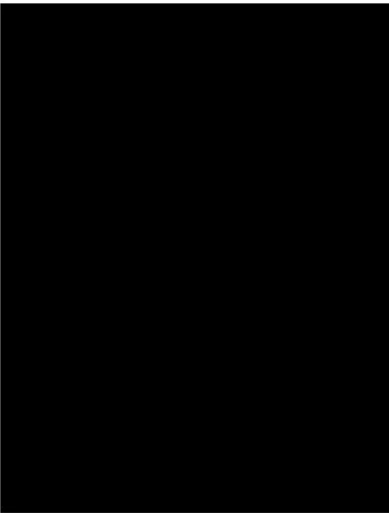
The end of Semester Report provides you an indication of where your child is against the Victorian Curriculum Standards. You will also see the CATs (Common Assessment Tasks) your child has completed; their results and feedback that was provided to your child on Compass.

You may notice that your child has not progressed along the Victorian curriculum. In some instances, where students have not had a consistent teacher we have not been able to assess their progress and therefore have left them in the same position. This does not mean that they have not learnt or progressed, it simply means that we have not been able to ascertain the progress at this time.

Where your child has moved classes

We are only able to pull across from student's current classes. Where your child has moved classes the information on their previous class will not appear on the report but is available on Compass.

Staff Unable to complete Reports



** Where the staff member is no longer at [redacted] you may note the Domain Leaders name.

Senior Reports

Please note that Senior reports will be released twice – today and Friday 21st July.

You may note that your child receives an N and is yet to complete a redemption task to meet the outcomes. Where the outcome is meet this will be changed to an S by Friday 21st July.

Where the Unit is not yet complete you will note that there is outcome given. It is our aim to have this updated by the 21st July.

The two primary reasons why there may be a delay is due to changes in the study design impacting length of courses and time for exam moderation and assessment which is administered at the end of the year.

Jun 23rd by [redacted] News

Login to [redacted]

SEMESTER 2 REPORT YEAR 8- 2022

08 English

Year 8 English aimed to build on students' skills in reading, writing and speaking and listening that were developed in Year 7. Teachers continued to use the writers' workshop programs, including the use of writers' notebooks. Students will read and respond to a range of texts and continue developing their reading and writing skills through mini lessons as part of the workshop structure. Students will practise and develop their skills in their notebooks and formal pieces of writing. Students studied a range of texts including, but not limited to, non-fiction, short stories, novels, film and poetry.

Class Attendance

| | | | | | | | |
|------------------|----|---------------------|---|-----------------------------------|---|----------------|----|
| Classes Attended | 70 | Classes Not Present | 6 | Classes Not Present (Unexplained) | 0 | Classes Taught | 76 |
|------------------|----|---------------------|---|-----------------------------------|---|----------------|----|

Victorian Curriculum

| | Level 7 | Level 8 | Level 9 | Level 10 | Beyond Level 10 |
|------------------------|---------|---------|---------|----------|-----------------|
| English | | | | | |
| Reading and Viewing | | | ○-----● | | |
| Speaking and Listening | | | ○-----● | | |
| Writing | | | ○-----● | | |

Learning Tasks

| | |
|--|-----------------------|
| <p>CAT 1 Analyse and Evaluate Texts Students studied, analysed and evaluated a text in class</p> <p>█ thank you for the work and discussions surrounding the text, 'Tomorrow When The War Began'. You have demonstrated your understanding of character development through supporting quotes when analysing themes. I particularly enjoyed reading your analysis of how Marsden used first person language to explore the themes and challenging his characters to continually question their beliefs in spite of events and influences. Moving forward to term four and in readiness for your transition to Year 9, it would be advantageous to build on your vocabulary and use of higher level punctuation when producing written texts/responses. Keep up the great work!</p> | Above Standard |
| <p>CAT 2 Australian Poetry Students analysed and wrote poetry exploring Australian themes, issues and ideas.</p> <p>█ it is always a pleasure to read your work and conference with you. For this assessment task you chose to annotate, 'I was only 19' by Redgum. I applaud your decision to submit two copies for your annotation, one for the devices and the second for meaning-stanza by stanza. Within the lyrics you have clarified words and terms and identified the following devices, metaphors, hyperbole, repetition, imagery and rhyme. It is clear from your annotations you have understood the theme of this piece. As required, you have written an original poem of a similar theme and style. It's title, 'The Right to Fight' and the exploration of having this choice is well considered given the conscription element to 'I was only 19'. Each stanza has its own focus and you have referenced key historical elements. This is a lovely piece to read. As you progress, I encourage you to build on your presentation skills and to delve deeper into the meaning of written works.</p> | Above Standard |

SEMESTER 1 REPORT YEAR 9- 2023



| Class Attendance | | | | | | | |
|------------------|----|---------------------|---|-----------------------------------|---|----------------|----|
| Classes Attended | 59 | Classes Not Present | 2 | Classes Not Present (Unexplained) | 0 | Classes Taught | 61 |

Year 9 English focused on developing students skills in reading, writing and speaking and listening through the use of the readers and writers workshop program. Students have developed their understanding of persuasive texts through close analysis. Students have developed their skill as writers through daily practice in their writers notebooks. They have had the opportunity to write personal narratives and persuasive texts.

| Victorian Curriculum | | | | | |
|------------------------|---------|---------|---------|----------|-----------------|
| | Level 7 | Level 8 | Level 9 | Level 10 | Beyond Level 10 |
| English | | | | | |
| Reading and Viewing | | | ● | ● | |
| Speaking and Listening | | | ● | ● | |
| Writing | | | ● | ● | |

| Learning Tasks | |
|--|---------------------|
| Persuasive Analysis Students are developing their understanding of persuasive language through analysing and evaluating the issue, contention, audience, purpose, and the intended effect of arguments and persuasive devices, in the writing of others. | Not Assessed |

NAPLAN RESULTS

