

STUDENT REPORT



Mount Stromlo High School

Semester 2, 2022



Azelia ASKARI

Year: 09

Class: 37

Teacher: Angelica Pahina

This report provides information about your child's achievement.
You are encouraged to discuss this report with your child's teacher/s.

About this report

The semester 2 student achievement report, communicates your child's progress towards the appropriate Australian Curriculum Achievement Standard in each subject area undertaken during semester 2. Please take the time to read through this report and discuss it with your child. If you have any concerns or queries please contact the teacher via Stromlo.Enquiries@ed.act.edu.au.

Scale Overview

Your child's achievement for each subject is reported against the Australian Achievement Standards using the following five point scale:

A - Outstanding:	Demonstrating outstanding achievement of the standard
B - High:	Demonstrating a high achievement of the standard
C - At Standard:	Demonstrating achievement at the standard
D - Partial:	Demonstrating partial achievement of the standard
E - Limited:	Demonstrating limited achievement of the standard
S - Status:	Indicates that circumstances have prevented the student from being assessed against the individual achievement standard sentence, or there is insufficient evidence to award an overall grade

Comparison of student achievement in subject/key learning areas

This report will show the number of students in each of the achievement levels from A-E. This report will only be provided for cohort groups of greater than 10 students.

Plan (P) reference

A 'P' indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

Personal and Social Capabilities and Habits

Your child's capabilities for social awareness and social management, self awareness and self management as well as work habits are reported on using the following 4 point scale:

C - Consistently:	Consistently demonstrates the habit/capability
U - Usually:	Usually demonstrates the habit/capability
S - Sometimes:	Sometimes demonstrates the habit/capability
R - Rarely:	Rarely demonstrates the habit/capability

Attendance for 10/10/2022 - 02/12/2022

Whole Days Absent	5	Partial Days Absent	0
Explained Whole Days Absent	5	Explained Partial Days Absent	0
Unexplained Whole Days Absent	0	Unexplained Partial Days Absent	0

In Year 9 Mathematics this semester, students studied units on Linear Relationships, Pythagoras' Theorem, Trigonometry, Financial Maths and Measurement. A major focus throughout the semester was mathematical thinking, communicating and the further development of foundation numeracy skills.

Azelia...	Status	Limited	Partial	At Standard	High	Outstanding
Solves problems involving percentages and all four operations with fractions and decimals						✓
Compares the cost of items to make financial decisions						✓
Solves problems involving simple interest						✓
Finds the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment					✓	
Calculates areas of shapes and the volume and surface area of right prisms and cylinders						✓
Uses Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles						✓
Uses trigonometry to calculate unknown angles in right-angled triangles						✓

Work Habits	R	S	U	C
Effort in Learning Area				✓
Is punctual to class				✓
Works cooperatively				✓
Completes and submits work on time				✓
Respects others' right to learn				✓
Is appropriately prepared for lessons				✓
Works independently				✓

R = Rarely, S = Sometimes, U = Usually, C = Consistently

Teacher: Steph Akers-Barnes

This semester students explored physics and chemistry topics. This included identifying situations where particles or waves are transferred in a medium via heat, sound, light and electricity. Students examined a range of different chemical compounds, and experimentally tested everyday compounds to observe if they were acidic, basic or neutral. Students continued to build on their use of scientific language and representations using a range of different text types. They planned and conducted a range of investigations ensuring safety and ethical guidelines and learnt how to communicate their findings using scientific language and representations.

Azelia...

	Status	Limited	Partial	At Standard	High	Outstanding
Explains chemical processes and natural radioactivity in terms of atoms and energy transfers and describes examples of important chemical reactions						✓
Describes models of energy transfer and applies these to explain phenomena						✓
Analyses trends in data, identifies relationships between variables and reveals inconsistencies in results					✓	
Analyses methods used and the quality of data personally collected, and explains specific actions to improve the quality of evidence					✓	
Evaluates others' methods and explanations from a scientific perspective and uses appropriate language and representations when communicating findings and ideas to specific audiences						✓

Work Habits	R	S	U	C
Effort in Learning Area				✓
Is punctual to class				✓
Works cooperatively				✓
Completes and submits work on time				✓
Respects others' right to learn				✓
Is appropriately prepared for lessons				✓
Works independently				✓

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Teacher: Alan Giles

In Physical Education this semester, students developed their skills in a range of sports including a Sport Education in Physical Education Unit, where they adapted and responded to changes in equipment and environment to increase the complexity of movement tasks and performance. They developed an understanding of rules, strategies and tactics of various sports, applied fair play concepts and developed leadership qualities. Students developed movement skills and sequences through dance from a variety of cultures.

Azelia...

	Status	Limited	Partial	At Standard	High	Outstanding
Demonstrates leadership, fair play and cooperation across a range of movement and health contexts					✓	
Applies and transfers movement concepts and strategies to new and challenging movement situations					✓	
Applies criteria to make judgements about and refine own and others' specialised movement skills and movement performances				✓		
Works collaboratively to design and apply solutions to movement challenges				✓		

Work Habits	R	S	U	C
Effort in Learning Area				✓
Is punctual to class				✓
Works cooperatively				✓
Completes and submits work on time				✓
Respects others' right to learn				✓
Is appropriately prepared for lessons				✓
Works independently				✓

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Teacher: Tom Leddy

In Semester 2, Senior Beginning Japanese students experienced a self-paced unit that covered a number of topics. The first of these was learning how to write in the first of three Japanese scripts, hiragana. Following that, students learned how to introduce themselves in Japanese. Students then continued to do a unit on either food or body parts.

Azelia...	Status	Limited	Partial	At Standard	High	Outstanding
Interacts with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about personal and social worlds						✓
Pronounces voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation						✓
Reads and writes texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs						✓
Identifies key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities						✓
Uses rehearsed language related to personal world to convey information in both written and spoken texts						✓
Produces short sentences involving nouns, common counter classifiers and adjective, noun and verb predicates					✓	
Structures sentences using correct word order, and links information using conjunctions						✓
Translates and interprets short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English						✓
Understands and applies grammatical concepts such as the use of particles and conjugation of present, past, positive and negative forms of verbs						✓
Makes connections and comparisons between elements of the Japanese language and culture and own, identifying how languages reflect ways of thinking and behaving					✓	

Work Habits	R	S	U	C
Effort in Learning Area				✓
Is punctual to class				✓
Works cooperatively				✓
Completes and submits work on time				✓
Respects others' right to learn				✓
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Teacher: Yuka Kanehira

This Semester in Year 9 WHAM students explored the multiple pillars that support positive mental health and also developed their understanding of the dangers of drug use so they can make informed choices.

	Status	Limited	Partial	At Standard	High	Outstanding
Azelia...						
Accesses, synthesises and applies health information from credible sources to propose and justifies responses to health situations						✓
Applies decision-making and problem-solving skills when taking action to enhance own and others' health, safety and wellbeing						✓

Social Awareness and Social Management	R	S	U	C
Demonstrates respect for others				✓
Appreciates different points of view				✓
Develops respectful relationships				✓
Collaborates with peers				✓
Negotiates and resolves conflicts				✓

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Teacher: Kay Paten

This semester was divided into two major units. In term 3 we focused on the key concepts of Context, Character and Connotation through William Shakespeare's Romeo and Juliet. In term 4, students were introduced to ideas of Representation and Perspective in texts. We compared non-fiction representations to fictional works and discussed how both forms involve active choices by authors to present particular viewpoints. Throughout the semester, students also participated in group activities, silent reading, and weekly writing tasks to improve these core skills.

Azelia...

	Status	Limited	Partial	At Standard	High	Outstanding
Analyses and explains how images, vocabulary choices and language features distinguish the work of individual authors						✓
Selects evidence from texts to analyse and explains how language choices and conventions are used to influence an audience						✓
Listens for ways texts position an audience						✓
Demonstrates how manipulating language features and images can create innovative texts						✓
Creates texts that respond to issues, interpreting and integrating ideas from other texts						✓
Makes presentations and contributes actively to class and group discussions, comparing and evaluating responses to ideas and issues						✓
Edits for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and uses accurate spelling and punctuation					✓	

Work Habits	R	S	U	C
Effort in Learning Area				✓
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Works cooperatively				✓
Completes and submits work on time				✓
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Is appropriately prepared for lessons				✓
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Teacher: Louise Daly

This semester in Year 9 Geography, students studied two units: Biomes and Food Security and Geographies of Interconnections. Through the study of a range of different biomes, students investigated the role biomes play in food and resource production while considering the impact of challenges these biomes face using studies drawn from Australia and across the world. Students also studied the interconnections between people and places and considered the impact different products and technology have in connecting people around the world.

Azelia...

	Status	Limited	Partial	At Standard	High	Outstanding
Explains how geographical processes change the characteristics of places						✓
Analyses interconnections between people, places and environments and explains how these interconnections influence people, and change places and environments				✓		
Analyses alternative strategies to a geographical challenge using environmental, social and economic criteria					✓	
Evaluates a range of primary and secondary sources to select and collect relevant and reliable geographical information and data						✓
Records and represents multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions					✓	
Uses a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes					✓	
Presents findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms						✓
Proposes action in response to a geographical challenge, taking account of environmental, economic and social factors, and predicts the outcomes and consequences of that proposal						✓

Work Habits	R	S	U	C
Effort in Learning Area				✓
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Teacher: Paul Fitzpatrick

This semester students have continued to develop their knowledge and understanding of the basics of choreography. Students participated in whole group and small group practical activities to create, rehearse and perform dance works. Through these performances students were able to demonstrate their understanding of both the elements of dance and different dance styles. Students completed short written tasks analysing a range of dance works and written reflection tasks based on group performances.

Azelia...

	Status	Limited	Partial	At Standard	High	Outstanding
Analyses the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances make, perform and view						✓
Choreographs dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate choreographic intent						✓
Choreographs, rehearses and performs dances, demonstrating technical and expressive skills appropriate to the genre and style					✓	

Work Habits	R	S	U	C
Effort in Learning Area				✓
Is punctual to class				✓
Works cooperatively				✓
Completes and submits work on time				✓
Respects others' right to learn				✓
Is appropriately prepared for lessons				✓
Works independently				✓

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Teacher: Jo Power

Personal and Social Capability:

General Comment

With the introduction of Mount Stromlo High School's Wellbeing Health Awareness and Management (WHAM), Personal and Social Capabilities are assessed and reported on through a students WHAM class. Please find progress on the capabilities Indicated on the bottom section of the WHAM report.

Angelica Pahina
Teacher

Mr Peter Radford
Principal

Printed: Wednesday, 14th December 2022



	Grade	Number of students in year group achieving grade				
		A	B	C	D	E
9 Mathematics	A	12	27	39	29	15
9 Science	A	12	54	74	37	11
9/10 Physical Education	B	7	69	86	23	6
9/10 Beginning Japanese	A	*	*	*	*	*
9 WHAM	A	27	46	69	29	16
9 English	A	19	55	67	27	19
9 Geography	B	4	7	37	2	1
9/10 Senior Dance	A	*	*	*	*	*

Grade Descriptions

A:	Demonstrating outstanding achievement of the standard
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Please note:

* A 'P' after the learning area (for example English P) indicates that your child has been provided with a personalised program. For further information on your child's personalised program, please contact your child's teacher.

* '**' denotes that comparative grades are not available due to small size of the group.

This report meets the requirements of the National Education Reform Agreement and the ACT Education Act 2004