



SECONDARY SCHOOL (Lower Secondary)

STUDENT REPORT - SEMESTER ONE 2024/2025

Name: Tribordee Suptasavee	Homeroom: Y8 Yarra
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The information contained in this report is a summary of your child's achievement in all learning areas studied over the Semester 1 reporting period. Progress is reported against the year level achievement standards for each learning area.

Lower Secondary Levels of Achievement

Percentage	85% to 100%	70% to 84%	55% to 69%	40% to 54%	25% to 39%	0% to 24%
Letter grade	A	B	C	D	E	N

Levels of Effort and Participation

Demonstrated effort is evidenced by engagement in learning, active listening and thoughtful contributions to class discussions, on task behaviour, being organised and prepared and pride in work presentation.

Your child's overall effort in each learning area in the reporting period has been awarded a level of effort from the following range:

Excellent – Consistently displaying a very high standard of effort and participation.

Good – Regularly displays a high standard of effort and participation.

Satisfactory – Usually displays a sound standard of effort and participation.



LEARNING AREA - DESIGN TECHNOLOGY

Teacher: Mr D. Lenihan

Design & Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process. The syllabus is designed to accommodate a wide range of abilities, using a diverse range of materials and resources.

Working at Grade	Achievement Level	B
Effort		Good

Overall Comments: This term in Design Technology, students have been enhancing their graphical communication skills, with a focus on sketching and computer modelling. They have also explored basic electronics by building and simulating simple circuits using computer software. Tribordee has done well in Design Technology although his attention to detail in sketching and drawing sometimes needs Improvement he has managed to complete a number of tasks modelling items on the computer and working with his group on his design challenge. He sometimes struggles with understanding the language of tasks but overall, his performance this term has been satisfactory.

LEARNING AREA - DIGITAL TECHNOLOGIES

Teacher: Mr G. Du Plessis

This Term, the Year 8 students built on their coding skills by working with Mbot, programming the ultrasonic sensor for object detection using loops and if-then statements. They also explored Python Turtle, where they created various flags, enhancing their understanding of graphics and programming logic. Students were introduced to app design, learning to create their own apps in the App Lab using JavaScript. These topics helped students further develop their problem-solving, coding, and design skills, preparing them for more advanced projects in Digital Technology.

Working at Grade	Achievement Level	C
Effort		Good

Overall Comments: Tribordee showed steady improvement throughout the term, particularly in his understanding of robotics and sensors. He effectively used block-based coding to control robots but needs to further develop his skills for more complex tasks. His Python Turtle flag design was solid but could benefit from more creativity and precision. Tribordee should continue practicing and aim for more advanced work next term.



LEARNING AREA - DRAMA

Teacher: Miss J. Ferguson

In Drama, students identify and analyse how the elements of drama are used, combined, and manipulated across different styles. They apply this knowledge in creating and performing their own drama. Students evaluate how they and others from different cultures, times, and places communicate meaning and intent through drama. They collaborate to devise, interpret, and perform drama, manipulating the elements of drama, narrative, and structure to control and communicate meaning. Different performance styles and conventions are applied to convey status, relationships, and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Working at Grade	Achievement Level	D
Effort		Satisfactory

Overall Comments: Namo is an enthusiastic and energetic presence in the class but often struggles to stay focused. His distracted energy can sometimes impact the progress of his group, and he is encouraged to channel his efforts into actively contributing and staying on task. On stage, Namo needs to consider his characters' emotions and how to portray them convincingly through his vocal and physical expression. With a more disciplined approach, Namo has the potential to make significant progress in Drama.

LEARNING AREA - ENGLISH

Teacher: Miss D. Maclean

English Language offers learners the opportunity to gain lifelong skills and knowledge including; better communicative ability in English, improved ability to understand English in a range of everyday situations and in a variety of social registers and styles. Also, a greater awareness of the nature of language and language-learning skills and a wider international perspective will be developed by learners. Learners will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken texts.

Working at Grade	Achievement Level	B
Effort		Good

Overall Comments: Tribordee is an energetic student who prefers hands-on activities to reading and writing, yet still gives his best effort to complete English assignments. He actively participates in whole-class activities and enjoys socialising with his classmates. He needs direction and supervision when working in groups because he tends to get distracted. But he manages to hand in assignments on time, and he understands all of the content covered in class well. He has unique insights and could improve his writing by being able to reflect further and gather evidence to support it. In his presentations, he should slow down his pace of speaking, and try not to read from slides.



LEARNING AREA - GEOGRAPHY

Teacher: Mr D. Richards

Lower Secondary Geography is organised into two strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The course involves a framework for developing students' geographical knowledge, understanding and skills. It is provided through the inclusion of key inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Working at Grade	Achievement Level	D
Effort		Needs Attention

Overall Comments: Tribordee has shown progress in Geography this term, with the potential for even more growth. He is beginning to develop a stronger understanding of landscapes and landforms, including processes such as weathering, erosion, and deposition. To fully demonstrate his capabilities, more consistent application in class and focused preparation for assessments will be essential. His work on topographical maps is improving, with increasing confidence in identifying elevation and landform features, though further practise is needed to refine these skills. His case study on Mauna Kea was successful, demonstrating his ability to explore its cultural and spiritual significance. With greater effort in class and dedicated study, Tribordee is well-positioned to make significant progress in future lessons.

LEARNING AREA - GLOBAL PERSPECTIVES

Teacher: Mr D. Richards

The Cambridge Global Perspectives programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them. Learners make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments.

Working at Grade	Achievement Level	C
Effort		Needs Attention

Overall Comments: Tribordee brings a vibrant energy and enthusiasm to the classroom, contributing to a lively and positive environment. He demonstrates good research skills and engages with sources, but he often tries to finish his work with only a few sentences, rather than taking the time to fully develop his ideas. To reach his potential, Tribordee would benefit from putting more effort into understanding his research and explaining it in the required detail. In his reflections, he shows a basic awareness of his strengths and areas for growth, and with a bit more focus and depth, he could provide more meaningful insights. During group activities, his lively personality positively influences his peers, though staying focused on tasks will help him strengthen his contributions and achieve greater success.



LEARNING AREA - MATHEMATICS

Teacher: Mr J. Thrower

Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. They will develop skills which will help them to become mathematically competent and fluent in computation, which they can apply to everyday situations. The curriculum covers the core strands; Number, Geometry and Measure and Statistics and Probability. The strands work together to help students recognise connections between mathematical concepts as they engage in creative mathematical thinking to generate and improve numerical fluency.

Working at Grade	Achievement Level	A
Effort		Good

Overall Comments: Students have studied all aspects of numbers this Term, including decimals, fractions, index laws and also moved on to an introduction to algebra.

Tribordee is a bright student with a natural ability in Mathematics. His progress test scores to date have been good, suggesting that with focus and application Tribordee could make the top grade. I have been very encouraged by his performance thus far.

LEARNING AREA - PHYSICAL EDUCATION

Teacher: Mr T. Steyn

The PE curriculum for Years 7-9 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, well-being, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. Additionally, students reflect on and refine personal and social skills as they participate in a range of physical activities. This term, year 8 students have studied Fitness, Team building, Floor hockey, Basketball, Volleyball and Athletics.

Apply body control and coordination when performing skills in a variety of sports.	Achievement Level	Consolidating
Demonstrate personal and social skills when participating in a variety of physical activities.	Achievement Level	Applying
Effort and Participation		Good



LEARNING AREA - SWIMMING

Teacher: Mr P. Wooden

Swimming is an essential life skill and a mandatory component of our curriculum at AISB. During term 1, our year 7 and 8 students have been engaged in weekly swimming lessons aimed at enhancing their aquatic abilities and personal safety in the water. Our comprehensive swimming pathway consists of 8 levels. Throughout these lessons, students are refining their stroke techniques and developing vital aquatic skills, fostering their confidence and safety in the water.

Apply the core swimming strokes while demonstrating an understanding of technique.	Achievement Level	Applying
Demonstrate knowledge of water safety and personal survival skills.	Achievement Level	Applying
Effort and Participation		Excellent

LEARNING AREA - SCIENCE

Teacher: Mr L. Vaidama

Students will think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. The curriculum covers six main areas called 'strands' that work together being taught holistically: Biology – living things and how they interact, Chemistry – the study of matter, Physics – the interaction of matter and energy, Earth and Space – planet Earth, the wider Solar System and beyond, Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work and Science in Context – helps teachers demonstrate the relevance of science to learners and unique to our science curriculum.

Working at Grade	Achievement Level	D
Effort		Satisfactory

Overall Comments: Namo demonstrates a positive attitude towards Science and has the potential to improve both his writing and understanding skills. He showed slight improvement in Physics in the last summative assessment. Moving forward, I encourage Nam to write more regularly and take more initiative in note-taking, not just when prompted. To continue progressing, Nam should focus more consistently during lessons, take notes proactively, and complete open-ended questions, both as homework on Google Classroom and during class. These open-ended questions will be key in helping him develop stronger reflective skills and deepen his understanding. With continued effort, Nam can make significant strides in his learning.



LEARNING AREA - HISTORY

Teacher: Mr A. White

Working at Grade	Achievement Level	C
Effort		Satisfactory

Overall Comments: Tribordee has shown a foundational understanding of the key concepts of Medieval Europe, including the roles and relationships of various groups during this period. While his efforts have been steady, there is room for improvement in delving deeper into the causes and impacts of significant historical events. Developing a stronger attention to detail and refining his analytical skills will help him make further progress. With increased engagement and focus, Tribordee has the potential to achieve greater success in this subject.

LEARNING AREA - ART AND DESIGN

Teacher: Mr L. Callaghan

Working at Grade	Achievement Level	B
Effort		Satisfactory

Overall Comments: Tribordee has made steady progress with his creativity and originality, showing potential for further development. His technical skills are improving as he continues to engage with the projects, though there is still room for growth in executing his ideas effectively. While Tribordee has shown some enthusiasm, his effort could be more consistent. He is occasionally distracted by talking with friends, which has impacted his focus and productivity. With a bit more concentration and dedication, he has the ability to achieve even greater results.

LEARNING AREA - MUSIC

Teacher: Mr P. Assawarungseekul

During this course, students explore music as performers and informed listeners. They engage in making, understanding, and appreciating music from different genres. The curriculum fosters a joy of music by providing meaningful and enjoyable experiences. Through the program, students develop the knowledge, skills, and attitudes necessary to contribute as musicians and collaborate with others in purposeful and expressive ways.

For Year 8 specifically, students build on the skills learned in Year 7, including singing and playing keyboards. In addition, they learn how to play and use chords, further enhancing their understanding of music theory and performance.

Working at Grade	Achievement Level	B
Effort		Good

Overall Comments: Tribordee has made good progress this semester, demonstrating a solid understanding of ensemble playing. To further develop his skills, I recommend that Tribordee listen to music from various genres and practise vocalising melodies to improve his musical ear and creativity.

LEARNING AREA - NATIVE THAI

Teacher: Ms. W. Boonmorakot

This course is for native Thai speakers and allows learners to develop the ability to communicate clearly, accurately and effectively when writing and to learn how to use a wide range of vocabulary, and correct spelling, punctuation and grammar. The course also allows students to explore Thai culture, customs and history. Learners are also encouraged to read various forms of texts and poetry, both for their own enjoyment and to further their awareness of the ways in which Thai can be used.

Working at Grade	Achievement Level	C
Effort		Satisfactory

Overall Comments: การเรียนการสอนในรายวิชา LOTE Thai Language ภาคการเรียนที่ 1 ได้มีการเรียนการสอนเกี่ยวกับประวัติศาสตร์และภูมิศาสตร์ไทย โดยครอบคลุมเนื้อหาของภาคอีสาน ภาคเหนือ และวัดไทย นอกจากนี้ ยังบูรณาการร่วมกับวรรณคดีไทย เรื่อง รามเกียรติ์ จากเบียร์ ๗ ตั้งแต่ศักราชจนถึงตอนจบ ตบตีมีทักษะการอ่านที่ควรพัฒนา แม้จะเคยอ่านและเข้าใจเนื้อหาที่เป็นเรื่องสั้นได้ แต่ในภาคเรียนที่ผ่านมาตบตีสามารถอ่านข้อความที่เป็นเรื่องสั้นหรือประโยคสั้นๆ ได้ แต่ยังไม่สามารถตีความหรือเข้าใจเนื้อหาได้ จำเป็นต้องฝึกฝนทักษะการอ่านเพิ่มเติมเพื่อพัฒนาความเข้าใจในเนื้อหาให้ดียิ่งขึ้น ในด้านการพูดตบตีสามารถสื่อสารด้วยการใช้ภาษาไทยได้เป็นอย่างดีเห็นได้จากส่วนใหญ่มักจะพูดคุยกับเพื่อนในชั้นเรียนแม้จะโดนครูผู้สอนห้ามปรามหลายครั้งจนรบกวนการเรียนการสอนหลายครั้ง ตบตีสามารถเขียนสื่อสารได้ในระดับพื้นฐาน มีข้อผิดพลาดเรื่องการสะกดคำเป็นประจำและแม้จะได้รับการแก้ไขก็ไม่ได้มีการปรับปรุง ตบตีควรพัฒนาทักษะทั้งการอ่านและการเขียนภาษาไทยให้มากขึ้น พร้อมทั้งแสดงให้เห็นถึงความพยายามในการเรียนที่มากกว่าเดิม เพื่อพัฒนาทักษะภาษาไทยในทุกด้านอย่างต่อเนื่อง รวมทั้งตั้งใจเรียนภาษาไทยในชั้นเรียนให้มากขึ้น

LEARNING AREA - NATIVE THAI

Teacher: Miss R. Werapatcharawong

Working at Grade	Achievement Level	B
Effort		Good

Overall Comments: ตบตีเคารพและเชื่อฟังครูดีแต่ขาดสมาธิในการเรียนง่าย แม้งานที่ได้รับมอบหมายจะขาดความเป็นระเบียบเรียบร้อยบ้างแต่ตบตีพยายามส่งตรงเวลาซึ่งมีพัฒนาการเรื่องความรับผิดชอบ ในภาคเรียนที่ผ่านมาตบตีฝึกอ่านจับใจความในห้องเรียนทุกสัปดาห์และเริ่มเขียนอธิบายสั้น ๆ ได้ถูกต้องตรงประเด็น จากการทดสอบปลายภาคเรียนตบตีอยู่ในระดับปานกลาง ตบตีเริ่มเขียนบรรยายได้เบื้องต้นแต่สำนวนภาษาและการสะกดคำยังไม่แม่นยำ ดังนั้นเป้าหมายถัดไปจึงควรหมั่นอ่านหนังสือภาษาไทยมากขึ้นเพื่อเพิ่มพูนทักษะ เพราะการอ่านจะช่วยพัฒนาทักษะการอ่านและเขียนคล่องแคล่วมากยิ่งขึ้น



LEARNING AREA - HEALTH

Teacher: Mr P. Wooden

This term, the students planned and participated in activities that encouraged health and a lifetime of physical activity. The students applied and refined interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups and contexts. The students investigated the benefits of a balanced lifestyle and explored strategies that contribute to health, nutrition and well being.

Working at Grade	Achievement Level	A
Effort		Excellent

Overall Comments: Tribordee consistently demonstrates a strong understanding of concepts in Health and Physical Education. His work is well-organised, thorough, and often exceeds expectations by exploring creative approaches. Tribordee has a solid grasp of nutrition and actively applies this knowledge to his daily habits, showing an understanding of how balanced eating supports overall health and performance. His thoughtful contributions during discussions inspire his classmates to engage more deeply. Tribordee's dedication and insight make him a valuable member of the class.

OVERALL COMMENTS

Tribordee is currently proactive, staying focused on his work but somehow needs to be reminded by teachers, especially at the beginning of the academic year. He takes responsibility for his own progress and consistently shows initiative in homeroom activities. Tribordee actively engages with his peers and is genuinely curious about upcoming events. His recent presentation on respect was well-organised, demonstrating his strong team spirit and openness in interacting with both peers and staff. While he tends to stay focused at times, Tribordee always contributes thoughtfully when given the chance and collaborates effectively within the team. There is no concerns raised by any subject teachers under my supervision as his homeroom tutor.

ATTENDANCE

School days: 89	Days Absent: 1
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Homeroom Teacher: Leonard Vaidama

Head of Secondary School: Michael Bryce

Director: Brenton Hall