



Guide to understanding your child's report

As a parent or carer of a child in New South Wales, you should receive two formal reports each year outlining your child's progress across all curriculum areas. In Sydney Catholic Schools, these semester reports are typically provided near the end of Term 2 and again towards the end of Term 4.

Semester reporting is only one of a number of strategies used to communicate with you about your child's progress. Thus it is recommended that you take the opportunity to speak to your child's teacher about their learning strengths and areas for growth.

A changing report structure

All NSW schools are in the third year of implementing the reformed English and Mathematics syllabuses for Kindergarten to Year 2 and the second year for Years 3 to 6. As part of this transition, the Sydney Catholic Schools Report for English will reflect the revised organisational structure of the new syllabuses.

This change in structure provides you with clear feedback on your child's progress and achievement in each of the new focus areas, aligned to their stage of learning. The revised structure ensures that reporting aligns with the requirements of the NSW English and Mathematics syllabuses for students from Kindergarten to Year 6.

Changes to Religious Education Reporting

Sydney Catholic Schools is also currently implementing a revised draft [Religious Education Curriculum](#). This year, changes have been made to the reporting in years 3, 4, 5 and 6. Religious Education is taught as an outcomes based curriculum, and is therefore intentionally aligned to other Key Learning Area reporting approaches, including the use of the Common Grade Scale and on-balanced professional judgments. The faith of a student is not assessed.

New Reporting Areas

The English syllabus is organised around focus areas, which remain central to how student learning is reported. Some focus areas span multiple grades, while others are specific to a single grade. Each focus area covers one or more syllabus outcomes specific to the student's stage of learning.

In Mathematics, reports are structured around the three key areas: Number & Algebra, Measurement & Space, and Statistics & Probability. While these areas remain the same across K–6, the specific outcomes taught, learned, and assessed become progressively more complex and in-depth as students move through the stages.

A more detailed summary of the English and Mathematics reporting areas is provided below.

The Religious Education K–10 syllabus is organised into five strands, which remain central to how student learning is reported. Each strand covers syllabus outcomes specific to the student's year of learning. Students are reported on the strands that have been explicitly taught during the reporting period. At each reporting period teachers consider the learning covered to date and assign the grade that best reflects the standards students have demonstrated so far.

Awarding Grades – The Common Grade Scale

To support the changes that have been made in the NSW curriculum, the NSW Standards Education Authority (NESA) have provided further advice for schools about awarding and reporting grades.

In NSW primary schools, including with the new English and Mathematics syllabuses, teachers use the **Common Grade Scale (Years 1–10)** when deciding how well students are achieving. This scale helps teachers describe your child's progress clearly by showing how well they are meeting the expected learning outcomes for their grade. In Sydney Catholic Schools, teachers must also use the Common Grade Scale when reporting on student achievement in Religious Education.

Teachers make these judgments by looking at a range of learning and assessment activities across the term. NESA encourages teachers to take a balanced, professional view of your child's overall progress when determining report grades.

You'll find a summary of the Common Grade Scale on the second page of your child's report, in the **Explanatory Guide to Your Child's Report**. This report is available through the COMPASS Parent Portal.

Some helpful resources to support your child

NESA have developed a series of guides for parents and carers to assist with their child's development in English and Mathematics as they grow. These guides carry excellent explanations and strategies for parents to understand what their children are learning and how to support that learning at home. Please find them linked below:

NESA – Supporting your child: Parent and carer guides:

English

- [English: Kindergarten](#)
- [English: Years 1–2](#)
- [English: Years 3–6](#)

Mathematics

- [Mathematics: Kindergarten](#)
- [Mathematics Years 1–2](#)
- [Mathematics: Years 3–6](#)

The Reporting Areas Explained

Below, you'll see the syllabus focus areas which make up the reporting areas for your child's report. Each is separated into English and Maths and from K–2 and 3–6. Each area is listed with a simple explanation of what it means for your child. Some focus areas apply across several year levels, while others are specific to a single grade.

We have also included the Religious Education syllabus strands which make up the reporting areas for the year 3, 4, 5 and 6 student reports. The content is taught across years K–10 strands.

English

Kindergarten – Year 2

Year 3 – Year 6

Oral language and communication

Children communicate by speaking and listening in different situations. They use both spoken language and nonverbal communication to share their thoughts and understand others, in a variety of social and learning interactions.

Children communicate by speaking and listening in different situations. They use, analyse and evaluate both spoken language and nonverbal communication to share their thoughts and understand others, in a variety of social and learning interactions.

Vocabulary

Children develop their vocabulary by learning and using new words. They understand words have different meanings in different contexts. They practise using these words when they talk, listen, read, draw and write. Children in Stage 1 use vocabulary to extend and elaborate ideas.

Children build their vocabulary by interacting, wide reading and writing. They understand words have different meanings in different contexts. Children define and analyse words with increasing precision.

Phonological awareness (Kindergarten Only)

Children identify, and manipulate phonemes (distinct units of sound) in words, for example when a child can break a word into syllables or individual phonemes.

Print conventions (Kindergarten Only)

Children use features and directionality of print, understand that letters represent sounds and understand that print contains a message. They distinguish between punctuation, letters, words, numerals and pictures in texts. They track left to right and top to bottom of a page.

Phonic knowledge (Kindergarten to Year 2 Only)

Children recognise that letters of the alphabet (graphemes) stand for sounds (phonemes). They know that digraphs (a combination of two letters) can represent one sound. They use this understanding to decode and encode words when reading and creating texts.

Reading fluency (Kindergarten to Year 4 Only)

Children progress from reading texts with taught grapheme–phoneme correspondences and taught high-frequency words to reading unseen texts with automaticity and prosody, reading with intonation, expression and self correcting errors.

Children read independently with appropriate accuracy, pace and expression to suit meaning, purpose and audience. Children check and adjust reading accuracy, pace and expression to ensure it remains meaningful.

Reading comprehension

Children comprehend independently read texts using background and word knowledge and an understanding of how sentences connect to reading texts that require sustained reading and monitoring for meaning.

Children read and comprehend texts they read themselves that are written for a variety of purposes. Children interpret how text structures and features, including multimodal ones, enhance meaning. (Multimodal features include text, sound and image). Children self-monitor for meaning.

Creating written texts

Children create texts that include at least two related ideas and correct simple sentences. Children in Stage 1 plan, create and revise texts written for different purposes. These texts include paragraphs, knowledge of vocabulary, punctuation, and sentence structure. Children identify the context, audience and purpose for their own texts using their knowledge of imaginative, informative and persuasive texts.

Children plan, create and revise written texts for imaginative, persuasive and/or informative purposes. In Stage 3 children create texts written for multiple purposes. Children intentionally use increasingly complex features, grammar, punctuation and language.

Spelling

Children apply phonological knowledge (understanding the sounds of a language and how they are used), orthographic knowledge (understanding spelling patterns and rules) and morphological knowledge (recognising word parts) to spell taught, familiar and high frequency words when creating texts.

Children select, apply and describe appropriate phonological knowledge (understanding the sounds of a language and how they are used), orthographic knowledge (understanding spelling patterns and rules) and morphological knowledge (recognising word parts) with increasing independence to spell in a range of contexts.

Handwriting (With Digital Transcription Added to Year 3-6)

Children use a stable posture when handwriting or drawing. They use writing implements with a stable and relaxed pencil grasp, applying appropriate pressure when handwriting to produce legible writing of lower and upper case letters to create text. Children in Stage 1 use a legible, fluent and automatic handwriting style, and digital technology, when creating texts.

Children sustain a legible, fluent and automatic handwriting style. In Stage 3 students use a personal handwriting style and adjust handwriting to suit writing purposes. Children use digital technologies to create texts.

Understanding and responding to literature

Children understand and respond to literature read to them. Children in Stage 1 create texts using similar structures, intentional language choices and features appropriate to audience and purpose. They gain a deeper understanding of concepts such as narrative, character, symbols and imagery.

Children identify and describe how ideas are represented in literature and use similar techniques when creating texts. In Stage 3 children analyse techniques in literature and adapt them in creating their own texts.

Mathematics Areas

Kindergarten – Year 2

Year 3 – Year 6

Number and Algebra

Children demonstrate how to count, represent whole numbers and develop strategies for numerical calculations. Children can also recognise, describe and complete questions where they are required to understand various patterns e.g. number sequences.

Children demonstrate an understanding of how to represent whole and part numbers, such as decimals, fractions and percentages, and develop strategies to add, subtract, multiply and divide these numbers in some instances.

Measurement and Space

Children show how and why they use different units of measurement to measure the attributes of length, two-dimensional shapes, three-dimensional objects, time and mass. Children describe the characteristics of shapes and objects as well as use terms to describe position and location.

Children show how and why they use units of measurement to measure the attributes of length, angles, two-dimensional shapes, three-dimensional objects, time and mass. Children describe the characteristics of shapes and objects as well as use compass directions and coordinates to identify the position of objects on maps and/or the number plane.

Statistics and Probability

Children demonstrate skills in collecting, organising and representing different types of objects as data. Children also describe and compare the chance and possible outcomes of an event.

Children demonstrate skills in collecting and organising data into appropriate graphical forms and interpret data displays and make comparisons between them. Children also conduct chance experiments and make reference to the likelihood of the outcomes

Religious Education Strands

Scripture and Jesus

God shows his love through the world around us, the stories and traditions of the people of Israel, the early Christian Church, and most of all, through Jesus Christ. The Bible helps people connect with God, guiding their lives, prayer, and worship. In this strand, children will explore the Scriptures to learn how we come to know God and what God asks of us in everyday life.

Church and Community

The Church is a community of people who follow Jesus and are united by God's message found in the Bible and Church traditions. It helps people live out their faith through worship, community life, and working together for the good of others. In this strand, children will explore where they belong in the Church community and how they can make a positive difference in the world.

God, Religion and Life

People search for meaning, happiness, and purpose in life, both on their own and with others. Many religions teach that this search connects us with something greater than ourselves. Christians believe this is the loving God who guides and fulfils

that search. In this strand, children will explore how faith helps people find purpose, truth, beauty and goodness.

Prayer, Sacraments and Liturgy

Prayer and special religious celebrations help people feel close to God. In the Catholic tradition, the sacraments, especially the Eucharist, help people experience God's love and feel part of the Church community. In this strand, children will learn how prayer and the sacraments help us grow spiritually, trust in God, and live with purpose.

Morality and Justice

Christians believe that every person is made in the image and likeness of God, and are called to live a life of love and purpose through Jesus. This means we all have a special dignity, freedom, and responsibility to make good choices in how we live, treat others, and care for the world. In this strand, children will explore what it means to be a good person and how to make respectful decisions in everyday life.