

# Understanding your child's report

## Kindergarten - Year 2



In NSW a report for parents and carers outlining their child's progress in all curriculum areas is provided twice annually. Parents and carers of children in school communities of Sydney Catholic Schools receive a semester report for their child near the end of Term 2 and towards the end of Term 4 each year.

### Changes to the Sydney Catholic Schools Report for English K - 6

All schools in NSW are fully implementing a new syllabus in both English and Mathematics this year. There was a significant change to the organisational structure of the English syllabus. Thus, the Sydney Catholic Schools Report in English will look different from previous years. This change reflects the syllabus documents that outline the NSW English curriculum from Kindergarten to Year 6. The report in English will provide feedback to parents and carers about their child's progress and achievement in each focus area at their specific stage of learning.

### Reporting Areas

The English syllabus is structured around focus areas. There are 11 focus areas in Kindergarten, 9 focus areas for Years 1 - 2 and 8 focus areas for Years 3 - 4 and 7 focus areas for Years 5 - 6. Each focus area covers one or more syllabus outcomes that are specific to the stage of learning.

In Mathematics, reports are structured around the four areas in Mathematics: Working Mathematically, Number & Algebra, Measurement & Space, Statistics & Probability. Whilst the areas remain the same throughout K - 6, the specific outcomes being taught, learnt and assessed in each stage of learning increases in depth and complexity.

A simple explanation of each of the nominated reporting areas is provided for parents and carers over the following pages.

### Awarding Grades

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 subjects covered in the NSW primary curriculum, including new syllabuses in English and Mathematics, the **Common Grade Scale Years 1 - 10** is used by teachers for the purposes of making decisions and awarding grades when reporting on student achievement. This Common Grade Scale provides a set of clear performance standards that describe how well students are able to demonstrate the outcomes in each grade level through a variety of teaching, learning and assessment activities. The advice from NESA asks teachers to use these performance standards to make holistic on-balance professional judgements, based on a range of curriculum assessment information, in order to determine student achievement in reports.

An overview of the Common Grade Scale is included within the **Explanatory guide to your child's report** that is included on the second page of your child's report available via COMPASS Parent Portal.

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

## Understanding the Focus Areas in English K – 2

<b>FOCUS AREA</b>	We will see this in the specific ways that:
<b>Oral language and communication</b>	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.
<b>Vocabulary</b>	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.
<b>Phonological awareness (Kindergarten Only)</b>	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.
<b>Print conventions (Kindergarten Only)</b>	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.
<b>Phonic knowledge</b>	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.
<b>Reading fluency</b>	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.
<b>Reading comprehension</b>	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.
<b>Creating written texts</b>	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.
<b>Spelling</b>	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.
<b>Handwriting</b>	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.
<b>Understanding and responding to literature</b>	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.

[Supporting your child: Parent and carer guide – English Kindergarten](#)

[Supporting your child: Parent and carer guide – English 1–2](#)

# Understanding the Areas in Mathematics K – 2

AREA	We will see this in the specific ways that:
<b>Working Mathematically</b>	<i>When working mathematically</i> , children bring together their mathematical knowledge and use of procedures from all other Areas with fluency (accuracy and consistency) to be able to explain and reason their conceptual understanding of mathematics in challenging problems.
<b>Number and Algebra</b>	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.
<b>Measurement and Space</b>	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.
<b>Statistics and Probability</b>	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.

Links to additional resources

<a href="#">Supporting your child: Parent and carer guide – Mathematics Kindergarten</a>	<a href="#">Supporting your child: Parent and carer guide – Mathematics 1–2</a>
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