

# Understanding your child's report

## Year 3 - Year 6



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 7 focus areas for Years 3 - 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 3 – 6

FOCUS AREA	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, analyse and evaluate 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 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.
<b>Reading fluency (In Year 3 &amp; 4 only)</b>	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.
<b>Reading comprehension</b>	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.
<b>Creating written texts</b>	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.
<b>Spelling</b>	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.
<b>Handwriting &amp; Digital Transcription</b>	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.
<b>Understanding and responding to literature</b>	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.

Links to additional resources

[Supporting your child: Parent and carer guide – English 3–6](#)

## Understanding the Areas in Mathematics 3 – 6

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 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.
<b>Measurement and Space</b>	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.
<b>Statistics and Probability</b>	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.

Links to additional resources

[Supporting your child: Parent and carer guide – Mathematics 3–6](#)