



Information for Parents St. James K-6 Report Template

Understanding the K-6 Student Report Information for Parents

Why are there changes to the K-6 Student Report?

The NSW Government is reforming the curriculum to streamline and strengthen what is taught in every classroom in NSW, so every student is prepared and ready for their future. The curriculum reform has been informed by consultation with teachers, parents and education experts, and is underpinned by extensive research. Curriculum reform involves changing teaching, learning, assessment and reporting to parents.

The release of the new syllabuses provides the opportunity to revise aspects of the Student Report to align with current research.

“Parents want to know what was taught and how well their child has learnt it, as well as where improvement is needed..... (NESA, 2023)”

For further information about the new K-6 English syllabus click [here](#).

For further information about the new K-6 Mathematics syllabus click [here](#).

How are English, Mathematics, Religious Education and Other Key Learning Areas reported on?

There is a separate template for English, Mathematics, Religious Education and the Other Key Learning Areas. This template includes:

- A statement that explains the aim of the Key Learning Area.
- An achievement grade for each Focus Area in English and Mathematics.
 - Please click [here](#) to access the text version of the English Glossary and [here](#) to access a multimedia version of the English Glossary.
 - Please click [here](#) to access the text version of the Mathematics Glossary and [here](#) to access a multimedia version of the Mathematics Glossary.
- An achievement grade for knowledge and understanding, and skills in Religious Education and the Other Key Learning Areas except for Creative Arts, which is reported on in Strands.

Sample Kindergarten English Achievement Grade

English

Learning English in Kindergarten builds strong foundations across oral language, reading and writing. It supports the development of early literacy knowledge and skills, while continuing to acknowledge the importance of learning about and enjoying literature.

Focus Areas			
Oral Language	Working Towards	Working At	Working Beyond
Oral Language & Communication; Phonological Awareness			✓
Phonic Knowledge & Word Reading			
Phonic Knowledge; Word Reading Fluency		✓	
Understanding Texts			
Print Conventions; Reading Comprehension	✓		
Creating Texts			
Creating Written Texts, Spelling, Handwriting		✓	
Understanding & Responding to Literature			
Understanding and Responding to Literature; Vocabulary		✓	

Sample Year 1 and 2 Mathematics Achievement Grade

Mathematics

Learning Mathematics in Year 1 and Year 2 enables students to become confident, effective users and communicators of mathematics. They develop an increasingly sophisticated understanding of mathematical concepts and processes that helps them interpret and solve problems.

Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives

The Working Mathematically processes (communicating, reasoning, understanding and fluency, and problem solving) are embedded within the concepts being taught in each focus area. Embedding Working Mathematically ensures students are able to fluently understand concepts and make connections to other focus areas.

Focus Areas					
	Elementary	Basic	Sound	Thorough	Extensive
Number and Algebra					
Representing Whole Numbers, Combining and Separating Quantities, Forming Groups, Working Mathematically				✓	
Measurement and Space					
Geometric Measure, 2D Spatial Structure, 3D Spatial Structure, Non-Spatial Measure, Working Mathematically		✓			
Statistics and Probability					
Data, Chance, Working Mathematically			✓		

Sample Other Key Learning Areas Achievement Grade

Geography

Focus Areas					
	Elementary	Basic	Sound	Thorough	Extensive
Knowledge and Understanding				✓	
Skills			✓		

Creative Arts

Focus Areas					
	Elementary	Basic	Sound	Thorough	Extensive
Visual Arts				✓	
Music			✓		
Dance			✓		
Drama		✓			

How are achievement grades determined?

Kindergarten

Achievement Grades in Kindergarten are identified on a three-point scale using the following descriptors:

- Working Towards
- Working At
- Working Beyond expected achievement.

Stage 1 (Year 1 and Year 2), Stage 2 (Year 3 and Year 4) and Stage 3 (Year 5 and Year 6)

Achievement Grades in Year 1 to Year 6 are identified on a 5 point scale using the descriptors from the [Common Grade Scale](#): The [Common Grade Scale](#) describes the performance of students in Year 1 to Year 6 at each of the five grade levels A-E using the following descriptors:

1. Extensive (A)

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

2. Thorough (B)

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

3. Sound (C)

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

4. Basic (D)

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

5. Elementary (E)

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Teachers make professional judgements about student achievement based on a range of assessment information and teacher observations against syllabus [outcomes](#) and [content](#). Teachers make decisions based on student achievement in relation to **what** students have been taught and **how well** they have achieved (up to the time of writing a Student Report). The teacher makes a judgement and selects the descriptor from the 3 point scale for Kindergarten or the Common Grade Scale for Year 1-6 that best describes student achievement at the time of writing the Student Report.

Can achievement grades vary from one report to another?

Yes. A variation in achievement grades may occur as a student's achievement grade is based on what is taught up to the time of writing a Student Report. This means that student achievement can change depending on **what** a student has been learning and **how well** a student demonstrates their learning at various points in the year.

Sample Engagement in Learning

Engagement with Learning	Consistent
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What is the Learner Profile?

The purpose of the Learner Profile is to provide parents with a holistic picture of their child. This includes their learning behaviours and social skills at school. The Learner Profile is an opportunity for teachers to recognise the individual characteristics, strengths and areas for growth of a student. The Learner Profile has two parts:

- student strengths
- student's area/s for growth

Below is a glossary of common terms used to report on the Learner Profile:

- **Develop:** often refers to the process of growth, advancement, or progress.
- **Strengthen:** means to make something stronger, more resilient, or more robust.
- **Demonstrates:** means to show, illustrate, or provide evidence for something through actions, examples, explanations, or visual representations
- **Build:** refers to the process of creating, assembling, or constructing something.

Sample Learner Profile

Learner Profile
Esmerelda's Strengths
<ul style="list-style-type: none">• offers insights to whole class and small group discussions.• participates actively in their learning.• demonstrates the ability to resolve conflict.
Esmerelda's Area/s for Growth
<ul style="list-style-type: none">• develop strategic thinking skills.• imagine possibilities by connecting complex ideas.

Will there be further changes to the Student Report?

Yes. In 2027, new syllabuses in the other KLAS i.e. Creative Arts; HSIE; PDHPE; and Science and Technology are to be fully implemented in all NSW primary schools. The Lismore Diocese is waiting for advice from the NSW Education Standards Authority (NESA) which will inform our diocesan approach to implementing the remaining syllabuses. As these new syllabuses are taught, changes will need to be made to the student report to align with current research and NESA requirements. Your child's school will communicate any further changes.

What if I have questions about the changes?

Parents are encouraged to contact your child's school to discuss any questions you have about the K-6 Student Report.