Further updates to this document will occur as additional advice and resources become available for the Australian Curriculum in NSW. This document supplements the Diocesan Curriculum and Pedagogy Guidelines K-12.

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Overview

Reporting on student progress and achievement is an integral part of the teaching and learning process. The reporting guidelines have been developed to guide K-12 reporting, and support the National Education Agreement (2009) and the Schools Assistance Act 2008.

Reporting is the process of communicating information about student achievement and progress derived from the school’s assessment processes. Reporting is inclusive of a range of formal and informal strategies aimed at providing students, parents, teachers, other schools and employers with accurate and relevant information about student achievement and progress.

Assessment evidence should be gathered to extend the process of assessment for learning AND as learning into assessment of learning. In a standards-referenced framework this involves teachers making professional judgements about student achievement at key points in the learning cycle.

The Common Grade Scale, developed by the Board of Studies, Teaching and Educational Standards (BOSTES), enables schools to report consistent information about student achievement from K-10 to students and parents. It also supports teachers in their planning for the next steps in the learning process.

Reporting practices are effective when judgements about performance standards are applied using a consistent approach. These practices need to be inclusive of all students. Teachers develop a shared
understanding of standards and the processes for making on-balance consistent teacher judgements when learning teams collaborate about the learning growth of the cohort of learners for whom they are responsible.

An important aspect of the development of quality reporting practices is effective communication with parents. The student report is a significant communication event and therefore is an important part of the teacher-parent relationship.

It is incumbent on the school community to develop and clearly articulate procedures and protocols that will provide manageable and efficient reporting processes to fulfill the diocesan requirements.

**Reporting Student Achievement**

Schools should utilise a range of strategies to report student achievement. No single strategy can capture the whole picture of students’ abilities. The provision of meaningful feedback, in formal and informal ways, allows students and parents to gather information that acknowledges what the student has learned and achieved and identifies areas of weakness for further development. These strategies should include:

1. informal communication such as student diaries, work book, telephone or email
2. formal opportunities for discussion, such as parent-teacher meetings, parent-teacher-student conferencing, information sessions
3. student participation in university sponsored assessment programs
4. samples of student work such as classroom work samples, portfolios, performances, projects and products, appropriate social media – classroom blogs, wikis, twitter, etc.,
5. written reports such as reports that are issued according to diocesan requirements and any additional written information.

**Informal communication** allows for immediate and regular interaction between parent and teacher. This opportunity provides another means for meaningful feedback regarding student learning and progress. School-home communication conveys to parents/caregivers that their role in the learning process is valued and welcomed.

**Formal opportunities for discussion** are important as they provide an avenue to engage in a conversation regarding what students should know and be able to do, as well as what they have accomplished.

Parent-teacher or parent-teacher-student meetings:

1. provide an opportunity for parents to discuss the progress and learning of their child
2. can be structured to include student-led conferencing in order to encourage students to take responsibility for their learning
3. can be initiated by teachers or parents
4. are by appointment, private, well-structured and provide parents with an opportunity to discuss key information
5. can provide opportunities for parents, teachers and students to discuss examples of work to explain the student’s progress
6. seek to plan how the student’s future progress will be supported by the teacher and parents
7. are evidence based.

**Samples of student work** provide evidence of judgements of student achievement. They allow parents to see their child’s achievement and progress over time. Work samples including projects, video of debates, speeches, experiments, classroom work books, digital presentations and portfolios are ways that teachers gather evidence on the full range of learning outcomes. These should be part of the reporting process.
Portfolios:

1. are a collection of assessed work samples that provide evidence of student achievement
2. offer teachers, students and parents a broad view of student learning which may include performances, projects, and paper and pen tests
3. must include an explanation of the purpose and criteria for assessment of the work sample
4. can be presented in the form of workbooks, portfolio folders or electronic medium
5. can be used in conjunction with parent-teacher or student-led interviews
6. can be used to complement written reports
7. provide opportunity for parent feedback
8. are not intended to be showcase portfolios.

Written reports, according to Commonwealth mandatory requirements, must be confidential and provided to parents twice annually using ‘plain English’ language free of jargon. They must specify for each program year, relative and comparative reporting of a student's progress and achievement.

Relative reporting refers to the allocation of achievement levels A to E for each KLA (primary) or each course (secondary), clearly defined against specific learning standards. In New South Wales these standards have been defined by the BOSTES and are known as the Common Grade Scale (K-10).

Comparative reporting refers to the student's achievement in relation to the achievement of the student's peer group at the school. In Diocesan schools this distribution will be represented using the number of students achieving grades A to E and will be provided to parents on request.

Written reports must be followed by an opportunity for the student and the parent to meet with the teacher to discuss the report, in order to support the student’s further progress at the school. Written reports should be inclusive of the student’s academic and non-academic learning.

If a student has undertaken NAPLAN, a report is provided that includes the result against appropriate national benchmarks, skill bands and average achievement of the student's peer group at the school. The reports for these assessment instruments are issued by the Department of Education and Communities. Schools should provide parents with the opportunity to learn more about the place and purpose of NAPLAN testing as well as explain to parents the reasons for overall school performance in NAPLAN and plans for improving the school’s NAPLAN results.
The Common Grade Scale

The Common Grade Scale shown below must be used to report student achievement in both the primary and junior secondary years in all New South Wales schools.

Samples of student work are provided to assist primary and secondary teachers with the allocation of grades. These work samples will illustrate the quality of work typically produced by students who achieve each grade. They are available through the BOSTES on the ARC website. http://arc.boardofstudies.nsw.edu.au/

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COMMON GRADE SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>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.</td>
</tr>
</tbody>
</table>

Understanding the Common Grade Scale

Each grade level describes three important elements — the learning contexts, the quality of knowledge and understanding, and the quality of skills.

- learning context statements — “readily applies knowledge … to new situations”
- the quality of knowledge and understanding — “extensive knowledge and understanding”
- the quality of skills — “a very high level”.

Diagram 1: Elements of the common grade scale descriptor

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.
Using the Common Grade Scale at the End of a Stage of Learning

During the learning and teaching cycle a teacher can use relevant aspects of a student’s achievement to develop a ‘picture’ (holistic opinion) of how the student is performing. By comparing this holistic assessment of the student’s performance with the descriptions related to each grade in the Common Grade Scale, (including the BOSTES work samples that clarify the standard associated with each grade), the teacher can make an overall, on-balance judgement as to the appropriate grade to award the student at the end of the unit, course, semester or year. It is expected that all teachers in diocesan schools would confer with PLT colleagues to ensure that the grade assigned to a student performance is as valid as possible.

Work samples (available on the ARC site) are used to clarify the standards represented by the various grades on the scale. The work samples are accompanied by a description of the context for the work, and the task or experience, which the student undertook. The annotations provide further information about the features of the work and its relationship to the grading scale. The teacher will be able to compare the holistic picture they have built up of a student’s performance with a range of work samples before deciding on an appropriate grade.

Using the Common Grade Scale at points in time during a course or stage of learning

Teachers can use the Common Grade Scale as a means of grading student work and reporting to parents at any point in time during a unit, course or stage of learning. When a teacher uses the scale to allocate a grade at points other than at the end of a course or stage, the teacher is making a judgement taking into account the knowledge, skills and understandings covered to date.

The stage statements or equivalent are summaries of the knowledge, understandings, skills, values and attitudes that are expected to have been developed by students at the end of a stage as a result of achieving the outcomes for each stage of learning. Therefore, when student achievement is reported in mid–year, students will be making progress towards the expected achievement standard.

While the ARC work samples show achievement that can be expected at the end of each stage, the full range of A to E grades can be given at any time.

At any point, you can look at what your students have been learning and how well they have achieved. This means that at any time you can:

- compare student achievement with the standards represented by each grade and
- make an on-balance professional judgement and give the appropriate grade.

When reporting grades before the end of a stage:

- consider the knowledge and skills covered up to that point in time
- give the grade that best matches the standard achieved so far.

The full range of grades can be awarded at any point in the course or stage. For example, you will award a grade A to a student if, taking into account what has been taught up to that point,

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.

Early in a course or stage students are NOT limited only to grades D and E. Always consider what has been covered so far and how well the students have achieved.
Awarding the same grade to a student for two consecutive reports (e.g. Grade C in the middle of the year and again at the end of the year) does not indicate a lack of progress in learning by that student. Between the two reporting periods new knowledge and skills of a more advanced nature will have been covered in the curriculum. In order to receive a Grade C on the second occasion the student will need to have demonstrated ‘a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills’ in relation to this new and more challenging material presented during the second reporting period.

Reporting against the Stage Statements in Early Stage 1

There is no requirement for schools to assign A - E grades when reporting in Early Stage 1. The stage statement provides a summary of the knowledge, understandings, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for Early Stage 1. This report will be in writing.

Reporting against the Common Grade Scale in Stage 1-3

The stage statements are summaries of the knowledge, understandings, skills, values and attitudes that are expected to have been developed by students as a result of achieving the outcomes for each stage of learning.

Student reports will reflect individual student learning achievement according to the A-E Common Grade Scale. This Common Grade Scale is to be reproduced on the report card.

There will be situations in which it is necessary for teachers to adjust curriculum, including for students with Individual Learning Plans. In such cases schools should negotiate and document both the student’s learning program and appropriate reporting arrangements with the student and their parents/carers. This could include using A- E grades or word equivalents to report the student’s achievement against a year level other than that in which the student is placed. The relevant year level standard should be noted in the report.

Multi-age/composite classes

Students in composite or multi-age classes will in most cases be taught, assessed and reported on according to the cohort of learners. There may be some cases in which it is appropriate for teachers to vary some aspects of the curriculum to cater for more than one year level. In varying the curriculum, teachers should ensure that students still have access to the curriculum described for their year level and that they are reported on against the year level standards. Where variations are made to cater for composite or multi-age class structures, parents/carers should be informed of any variations.

Assessment in composite classes must be common to the year group the student is in. Students are assessed against the group of learners. This does not mean that the assessment must occur at different times for each year group but a common and agreed assessment against the cohort must be evident.

The grade a student receives in any school in the diocese can be compared to the same grade awarded to any other student in the same Stage in any school in NSW.

Reporting against the Common Grade Scale in Years 7-10

The stage statements are summaries of the knowledge, understandings, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage of learning.

Student reports will document individual student learning achievement according to the A-E Common Grade Scale.
Grade Scale. This Common Grade Scale is to be reproduced on the report card.

The Link between the Common Grade Scale and the Course Performance Descriptors

Teachers should use the Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the Board’s Common Grade Scale and provide a more complete description of typical performance in this course at each grade level. The Common Grade Scale and the performance descriptors align to each other.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA indicates a student's accumulated academic results up until the date they leave school.

- The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed at the date of leaving school. The Board issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.
- School leavers who are not eligible for the RoSA will receive a Transcript of Study.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their Higher School Certificate.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the ARC (Stage 5) and the RoSA website (Stage 6 Preliminary).

Two methods can be used for the allocation of grades. These methods are explained on the RoSA website: Methods 1 and 2 for awarding grades

There is no requirement for the RoSA grades to be included on the report to parents.
Life Skills

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate. If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course.

The Profile of Student Achievement will be printed and issued by the BOSTES to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study).

Life Skills outcomes will be shown on the profile as:

- Achieved – for outcomes the student has achieved independently
- Achieved with support – for outcomes that have been achieved with additional support.

Reporting for the Higher School Certificate

Student performance in the Higher School Certificate comprises three (or more) parts:

- The Higher School Certificate Testamur
- A Record of School Achievement showing all courses satisfactorily completed
- Course Reports for each Board Developed HSC course which contain a performance scale for the course describing levels (bands) of achievement, an HSC examination mark and the moderated internal assessment mark. It also shows graphically the statewide distribution of examination marks of all students in the course.
- An AQF Certificate or Statement of Attainment for Board Developed VET courses
- A Profile of Student Achievement for Board Developed Life Skills courses

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks is determined by students’ performances against the standards and not scaled to a predetermined pattern of marks.

Schools are not required to place students into performance bands. Draft Performance Bands can be found in most Stage 6 syllabus documents and on the BOSTES website at: www.boardofstudies.nsw.edu.au (go to HSC syllabuses).

School reports to parents should reflect current best practice. All schools must refer to the ACE manual found at: http://ace.bos.nsw.edu.au/

VET reporting should reflect a competency based approach in reporting to parents and Life Skills Reporting should reflect a Profile of student Achievement.

Reporting on General Capabilities and Cross Curriculum Priorities

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is embedded into each new Australian curriculum document.

There is currently no requirement for schools to report separately on general capabilities and cross curriculum priorities descriptively or using A – E grades.

When reporting on Australian Curriculum learning areas, schools could include reference to the
general capabilities and cross curriculum priorities within their learning area reporting. Alternatively, schools that currently provide descriptive reporting on a range of other learning may choose to continue such reporting and to gradually align it with the general capabilities and cross curriculum priorities.

Continuing work is being done by the Catholic Schools Office regarding how best to assess and report on students’ development in the general capabilities and cross curriculum priorities.

For each of the seven general capabilities a learning continuum is available mapping the key learning K-10. Location: https://sites.google.com/a/lism.catholic.edu.au/australian-curriculum-diocese-of-lismore/home

For each of the cross curriculum priorities and other learning areas a set of organising ideas has been developed initially by ACARA and incorporated for use with each of the NSW BOS Syllabuses. They should be viewed as a support to teachers when providing opportunities across each stage for students to interact with each aspect in Key Learning Area in K-10. Location: https://sites.google.com/a/lism.catholic.edu.au/australian-curriculum-diocese-of-lismore/home

Reporting Non-academic Learning

Reporting practices should be inclusive of students’ academic and non-academic learning. Reporting practices should include advice to parents about how well their children are developing in non-academic areas, including their behaviour, attitude, communication skills and their social, emotional, physical and spiritual development. It should also include information regarding their achievement in other relevant activities within the school and extending into the wider community.

The reporting of non-academic learning can take many forms. The following areas have been identified to support schools in the development of quality reporting practices that address non-academic learning. They include:

- Catholic Identity and Mission: which support the development of learning and life experiences that integrate faith, life and culture within the teachings of the Church and the Catholic tradition.
- General capabilities and cross curriculum priorities: which identify areas of competence considered essential for all young people.
- Work Habits: are those attitudes and efforts students develop and apply to being dependable, taking risks and achieving learning outcomes despite the challenges.
- Social and Emotional Learning: refers to the explicit nurturing of skills and knowledge that provide students with abilities to understand, manage and express the social and emotional aspects of their lives.
- Co-curricular are those activities selected by students, or directed by the school designed to provide pleasurable learning opportunities for students to participate in, as an individual or in groups, at school and within the wider community.

Diocesan Policy on Student Reporting

1. All schools will formally report in writing, twice each year, to parents of K-12 students regarding the student's learning achievement in all subjects, including Religious Education.

2. Student reports, Years 1-10 will report individual student learning achievement according to the A-E Common Grade Scale (CGS). This Common Grade Scale is to be reproduced on the report card.
3. Early Stage 1 student reports will reflect the Stage Statements (AC), NSW Foundation Statements (existing syllabus) and student performance will be reported in writing. ES1 student performance is not to be reported using the CGS.

4. The performance of the individual student relative to the rest of the cohort will be made available to parents on request or on the actual report card. This will be done by indicating the number of students in the cohort that have performed at each of the achievement levels. The report card will include the following heading and statement:

   **Comparison of Student Achievement**

   You can ask the school to provide you with written information that clearly shows your child's achievement in the subjects studied in comparison to that of other children in the child's peer group at the school. This information will show you the number of students in each of the achievement levels A-E.

   Schools will choose an appropriate mechanism for making this comparative data available to parents.

5. All student reports are to be written in ‘plain English’, avoiding the use of jargon, so that they are understandable to parents.

6. All school reports will include non-academic learning.

7. Student learning in Catechesis is related to knowledge and understanding of Catholicism and the content covered. It is not a judgment about faith life. Religious Education will be reported on in the same manner as other KLAs and will use the Common Grade Scale.

8. Schools must provide parents with an opportunity to discuss the student’s written report. Student reports, issued in the last term of the year, must be available to parents at least five (5) days before the last school day for students.

9. Evidence in the form of achievement records and work samples must be kept by schools to ensure accuracy across classes within a cohort and to validate the allocation of the CGS. Refer to the Student Records Policy (achievement records). Work samples must be kept for the calendar year and replaced the following year.

10. For the end of year report, in Years 3, 5, 7 and 9 the following statement must be included:

    In October you will have received a report on your child’s performance in NAPLAN. This test provided the following information:
    - Whether (or not) he/she achieved the national minimum standard in reading, writing, spelling, grammar and punctuation and numeracy.
    - The skill band he/she achieved in the areas above.
    - The average achievement for students at this school in the areas above.

    You may also wish to include this statement on your mid-year report with the future tense used.

11. Parents can request, in writing, that their child’s progress not be reported on using the CGS. In these cases, the student is not counted in the cohort and he/she must receive a written report in a form decided upon by the school. Schools should notify parents of this option at least once per year.
12. In some cases when a student arrives at the school close to the reporting period, he/she may be withdrawn from the reporting process. In such cases Not Formally Assessed (NFA) can be recorded against the KLA. This student is not included in the cohort.

13. The Report Card will include a short statement in small print to indicate that this report is issued without change or erasure: e.g. "issued without erasure or alteration, June XXXX".

14. Students with Learning Difficulties, even when on an IEP, are not exempt and their progress must be reported using the CGS. Schools are directed to take a sensible approach to ensure the most appropriate assessment and reporting arrangements are put in place for Students with Disabilities (SWD). Some students with an intellectual or related disability will be exempt from reporting using the CGS. The progress of these students may be more appropriately monitored and reported using their individual education program (IEP).

15. A student with a disability may be exempt from reporting using the CGS in some KLAs and not in others. Teachers will be aware that in such cases the KLA cohort numbers will vary.

16. Teachers of students with an intellectual or related disability and on an IEP that requires substantial adjustments for the student to achieve stage appropriate outcomes have two options available for reporting their progress:

(a) Students with a disability who are not able to achieve at a stage appropriate level generally would have their progress reported through the IEP process rather than using the CGS on the standard school report. These students will require a written statement that reflects their progress against the IEP. They are not included in the cohort numbers.

(b) Some SWD students with substantial adjustments to their learning program may be able to be reported on using the standard school report card without using the CGS. Suitable notations and comments may be made to indicate the student's progress in a fashion similar to others in the class. They are not included in the cohort numbers.

17. Teachers of secondary students following a partial or full Life Skills pattern of study will report on student progress using an alternative format to the CGS. The IEP meeting is a suitable time to discuss reporting issues with parents. Given the number of variations possible in secondary school study patterns teachers should consider obtaining advice on suitable reporting formats from the Additional Needs Consultant at the Catholic Schools Office.

18. Parent consultation is regarded as a high priority when decisions are being made regarding reporting for students with a disability. IEP meetings are appropriate times to discuss the options above. Given the number of variations that can occur when considering such issues it is important to seek advice from others in the school and the Catholic Schools Office.
Appendix – Primary Reporting

Reporting formats Years 1-6

It has not been within the remit of the Australian Curriculum, Assessment and Reporting Authority (ACARA) to develop a national reporting system or recommended reporting formats.

The Catholic Schools Office has provided the following guide for the implementation of the Australian Curriculum in NSW into K-6. (English, Mathematics and Science & Technology). Schools may add to the minimum requirement and modify existing school templates to suit individual school needs.

Note: Further guidance will be provided for the other Key Learning Areas as the Australian Curriculum implementation proceeds.

Teacher Comments

There is no requirement to make an individual comment against each KLA and schools have individual policies and practices regarding teachers’ comments on reports. These currently include:

- One general comment area for the total report.
- Separate comments for English, Mathematics and Religious Education and a general comment if needed for the other KLAs.
- Individual comments for each KLA.

However, in light of the above information it is recommended that schools review their policy on teacher comments and should adopt best practice to ensure that parents are provided with clear, informative plain English comments regarding their child’s progress in all areas of learning.

Additional Needs Students

If a student has been provided with substantial curriculum adjustments in Mathematics this will be reflected in their report. It is recommended that teachers seek advice from their school’s Additional Needs Officer regarding the most appropriate way to report on that student’s progress.

<table>
<thead>
<tr>
<th>English</th>
<th>Effort/Application</th>
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<tbody>
<tr>
<td>Overall grade</td>
<td></td>
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<tr>
<td><strong>Reading and Viewing</strong></td>
<td></td>
</tr>
<tr>
<td><em>Schools may add additional aspects for semester 1 and 2</em></td>
<td></td>
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<tr>
<td><strong>Writing and Representing</strong></td>
<td></td>
</tr>
<tr>
<td><em>Schools may add additional aspects for semester 1 and 2</em></td>
<td></td>
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<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
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<tr>
<td><em>Schools may add additional aspects for semester 1 and 2</em></td>
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<tr>
<td>Comment</td>
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</tbody>
</table>

In English, students develop skills in reading & viewing, writing & representing and speaking & listening. These skills support students to:

- understand and use language effectively and;
- appreciate and enjoy the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.
### Science and Technology

<table>
<thead>
<tr>
<th>Knowledge and Understanding:</th>
<th></th>
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<tbody>
<tr>
<td>Natural and Made Environments with sub strands named each semester</td>
<td></td>
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<table>
<thead>
<tr>
<th>Skills:</th>
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<tbody>
<tr>
<td>Working Scientifically</td>
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<table>
<thead>
<tr>
<th>Skills:</th>
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<tbody>
<tr>
<td>Working Technologically</td>
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### Mathematics

<table>
<thead>
<tr>
<th>Overall Grade:</th>
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#### Working Mathematically

The skills of communicating, problem solving, reasoning, understanding, and fluency are embedded in all the strands. The student’s progress in working mathematically (that is a developing number sense, an ability to communicate mathematical understandings, problem solve and reason) is reflected in the Overall Grade for Mathematics.

<table>
<thead>
<tr>
<th>Strand: Number and Algebra</th>
<th>A or Extensive</th>
<th>B or Thorough</th>
<th>C or Sound</th>
<th>D or Basic</th>
<th>E or Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-strands:</strong> whole numbers, addition &amp; subtraction, multiplication &amp; division, fractions &amp; decimals, patterns &amp; algebra</td>
<td></td>
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<table>
<thead>
<tr>
<th>Strand: Measurement and Geometry</th>
<th>A or Extensive</th>
<th>B or Thorough</th>
<th>C or Sound</th>
<th>D or Basic</th>
<th>E or Elementary</th>
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</thead>
<tbody>
<tr>
<td><strong>Sub-strands:</strong> length, area, volume &amp; capacity, mass, time, space, angles, position</td>
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<tr>
<th>Strand: Statistics and Probability</th>
<th>A or Extensive</th>
<th>B or Thorough</th>
<th>C or Sound</th>
<th>D or Basic</th>
<th>E or Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-strands:</strong> chance &amp; data</td>
<td></td>
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</tr>
</tbody>
</table>

#### Comment:

Clarification 1: Determination of Grades

It is not expected that individual grades are determined for each sub-strand. The grade for the strand should be a holistic grade based on best practice assessment. The Overall Grade will be and A-E grade.

Clarification 2: Working Mathematically

The skills of communicating, problem solving, reasoning, understanding, and fluency are embedded in all the strands. These are required to be named on both semester 1 and 2 reports but they are not assessed in isolation to the strands. Hence it would be expected that reference to the level of student attainment regarding the skills of working mathematically form a
significant part of the teacher’s comment section.

The strands of Number and Algebra, Measurement and Geometry, Statistics and Probability have a number of sub-strands. The sub-strands are only listed on the report according to the semester scope and sequence for the cohort. As a result, the semester 1 and 2 reports will be different in content.

Clarification 3: Curriculum Content

In the Measurement and Geometry Strand, the sub-strand Angles is not taught in Stage 1 but only in Stages 2 and 3. The reports should be adjusted accordingly.