Kindergarten Student Reports: Semester One, 2015

Information for Parents

Your child’s report describes student achievement in each of the subjects taught in all NSW schools. To prepare the reports, teachers have used comments which describe the student’s level of achievement.

Four word descriptions – Not Yet, Beginning, Developing, Competent – have been used to summarise each student’s knowledge and understanding of the content taught in each subject. They describe the quality of the work your child has produced and not your child’s ability.

**Competent**
The student is learning what he or she is expected to learn. Competent is a good result. The student is achieving, or nearly achieving, the expected curriculum standard at this stage of their learning.

**Developing**
The student has achieved some of what he or she is expected to achieve but there are some gaps in knowledge and skills. At this point in time, the student has not yet reached, but is working towards, the expected curriculum standard.

**Beginning**
The student has demonstrated only a limited amount of what is expected at this point in time and there are very significant gaps in their knowledge and skills. This indicates that the student is working below the expected stage. The student may need additional support and intervention, possibly in a number of areas.

**Not Yet**
The student has not demonstrated the skill expected at this point of time. This indicates that the student is working below the expected stage. The student may need additional support and intervention, possibly in a number of areas.

*It is very important to remember that these grades are only part of the picture of what your child can do. Your child’s report will also include information about your child’s effort and a general teacher’s comment. This variety of information will help you to provide encouragement and discuss with your child how to improve progress.*

**Learning and Support**
Learning and Support provides additional support to students in regular classes to increase their access to the curriculum and engage in the class teaching and learning program.

**English as an Additional Language/Dialect (EAL/D)**
The EAL/D program assists students who come from a language background other than English. The teacher helps these students to learn and improve their usage of the English language within the regular class program.
Changes to Reports in 2015

The Australian curriculum is being implemented in New South Wales through new syllabuses developed by the Board of Studies. The syllabuses identify the knowledge, understanding, skills, values and attitudes which students are expected to develop at each stage, from Kindergarten to Year 10. This semester, the English and Mathematics sections of the reports have been modified to align with the structure and content of these Australian Curriculum syllabus documents.

In **English**, students respond to and compose a wide range of texts. Students develop their knowledge, understanding and skills in order to communicate effectively. We now report on these communication strategies under the following headings:

- **Reading and Viewing** – reading, observing and comprehending texts which are in print or visual form.
- **Writing and Representing** – planning, composing, editing and publishing texts in print or digital forms.
- **Speaking and Listening** – using voice for purposeful communication or actively hearing to comprehend information.

The new Curriculum for English requires that students continue to develop their critical, imaginative and interpretive abilities and broaden their capacity for cultural understanding. They are to express themselves in different ways and learn to reflect on their learning. These skills may be reported on within any of the above communication strategies.

In **Mathematics**, the syllabus is organised into three strands:

- **Number and Algebra**- Whole Numbers, Addition and Subtraction, Multiplication and Division, Fractions and Decimals, Patterns and Algebra
- **Measurement and Geometry** - Length, Area, Volume and Capacity, Mass, Time, 3D Space, 2D Space, Angles and Position
- **Statistics and Probability** - Data and Chance

An essential part of the learning process is Working Mathematically. This provides students with the opportunity to engage in genuine mathematical activities that develop skills to become flexible and creative users of mathematics. In the syllabus, Working Mathematically includes five integrated components: **Communicating, Problem Solving, Reasoning, Understanding and Fluency**. These components may be reported on within the strands of mathematics mentioned above.

If you require further information about your child's report, please contact your child's teacher.

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Mr Richard Batty,  
Principal