

Reporting on mathematics – Early Stage 1 examples

These examples illustrate some optional ways schools may structure reporting on mathematics for Early Stage 1. Schools plan their mathematics curriculum carefully, and for each reporting period, report only on those syllabus outcomes that have been intentionally taught and assessed.

The department does not prescribe a set format for reporting. Schools can decide on their own format by working in partnership with parents, carers and the school community, ensuring it is tailored to meet their unique context and the specific needs of their students.

The overarching Working mathematically outcome should not be reported on in isolation. For teaching, assessing and reporting purposes, the Working mathematically outcome should be embedded within the focus areas. These focus areas provide the mathematical concepts and context for the application of the Working mathematically processes. The suggested examples demonstrate one way the overarching Working mathematically outcome can be reported on in conjunction with the mathematics content outcomes.

These examples will be updated as needed, in response to new guidelines from [NSW Education Standards Authority \(NESA\)](#) and any changes made to the policy [Curriculum planning and programming, assessing and reporting to parents K-12](#).

Early Stage 1 – Example 1

Focus area	Working towards expected level	Meeting expectations	Above expectations
Number and algebra			
Connect counting and numerals to quantities		✓	
Model addition and subtraction and compare quantities		✓	
Copy, continue and create patterns			✓
Measurement and space			
Use direct and indirect comparisons to decide which is longer		✓	
Sort, describe and name familiar shapes			✓
Statistics and probability			
Organise objects into simple data displays and interpret the displays		✓	
Overall achievement		✓	

Raphael is an enthusiastic learner in mathematics and has shown growth in all focus areas this semester. He **identifies, extends** and creates his own patterns using concrete materials. Raphael can **represent** numbers as quantities to at least 20, using objects, numbers and numerals and solves addition and subtraction questions **using concrete materials**.

Future directions for Raphael include:

- identifying the number before and the number after a given number
- grouping and sharing materials by distributing objects one by one or using another method
- sorting three-dimensional objects and identifying the attribute used to sort them.

Note: the text in **bold** demonstrates an example of how the Working mathematically processes are embedded within the mathematics content. It is not recommended that these be highlighted in the parent facing report templates.

Early Stage 1 – Example 2

Focus area	Working towards expected level	Meeting expectations	Above expectations
Number and algebra			
Use the counting sequence of ones flexibly			✓
Connect counting and numerals to quantities			✓
Model addition and subtraction and compare quantities		✓	
Investigate and form equal groups by sharing			✓
Measurement and space			
Describe position and movement of oneself	✓		
Sort, describe and name familiar shapes			✓
Explore familiar three-dimensional objects		✓	
Overall achievement			✓

Susu approaches mathematics with enthusiasm and a positive mindset. She confidently counts forwards to 30 and beyond. She uses **materials and drawings** to solve addition questions and **explains her thinking**. Susu is developing her understanding to separate and then takeaway part of a group of objects to **model** subtraction. She **distributes** items into smaller groups and **recognises** whether the number in each group is equal or not. A future focus for Susu is to understand positional language such as 'in', 'on', 'under', 'up' and 'down', to give and follow simple directions.

Note: the text in **bold** demonstrates an example of how the Working mathematically processes are embedded within the mathematics content. It is not recommended that these be highlighted in the parent facing report templates.