Reporting on mathematics – Stage 1 examples

These examples illustrate some optional ways schools may structure reporting on mathematics for 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.

Stage 1 – Example 1

Focus area	A	B	C	D	E
Number and algebra					
Represent numbers on a line				✓	
Recognise and **recall** number bonds to 10				✓	
Recognise and **represent** division				✓	
Measurement and space					
Follow directions to familiar locations			✓		
Measure the lengths of objects using uniform informal units				✓	
Recognise and **classify** shapes using obvious features				✓	
Statistics and probability					
Represent data with objects and drawings and describe the displays			✓		
Identify and **describe** activities that involve chance			✓		
Overall achievement				✓	

Angela enjoys mathematics and with support, has shown improvement this semester. She is working towards **sequencing** numbers and **arranging** them on a line by **considering** the order and size of the numbers. She **explains** her strategies for solving addition and subtraction problems with one-digit numbers. Angela **uses concrete materials** to show her **understanding** of combinations of numbers that add up to numbers less than 10. She can **interpret** a data display and **identify** the biggest or smallest values.

Future directions for Angela include:

- identifying the number before and after a given 2-digit number
- creating, recording and recognising combinations of 2 numbers that add to numbers from 11 up to and including 20
- selecting and naming a shape from a description of its features.

Note: the text in **bold** demonstrates an example of how the Working mathematically processes are embedded within the mathematics content

Stage 1 – Example 2

Focus area	A	B	C	D	E
Number and algebra					
Represent the structure of groups of 10 in numbers		✓			
Use flexible strategies to solve addition and subtraction problems			✓		
Model and **use** equal groups of objects to **represent** multiplication				✓	
Measurement and space					
Recognises and **classifies** shapes using obvious features		✓			
Tell time to the half-hour				✓	
Statistics and probability					
Identifies and **describes** activities that involve chance			✓		
Asks questions and gathers data			✓		
Overall achievement			✓		

Jose demonstrates a positive attitude towards mathematics and has made progress in all focus areas this semester. He can **explain** how he uses doubles, near doubles and combining numbers that add to 10 to add one-and 2-digit numbers. Jose **uses materials to model** sharing into equal groups. A future goal is to learn to skip count by twos, fives and tens to find the total number in given groups. He shows confidence **creating** and **explaining** repeating patterns. An area of future learning is telling the time to the half-hour. Jose is **developing his reasoning skills** and is beginning to **use mathematical vocabulary to communicate** his ideas in measurement activities.

Note: the text in **bold** demonstrates an example of how the Working mathematically processes are embedded within the mathematics content

Stage 1 – Example 3

Focus area	Limited	Basic	Sound	High	Outstanding
Number and algebra					
Continue and **create** number patterns				✓	
Use counting sequences of ones and tens **flexibly**					✓
Use flexible strategies to solve addition and subtraction problems				✓	
Represent and **reason** about addition and subtraction				✓	
Model and use equal groups of objects to **represent** multiplication				✓	
Model doubling and halving with fractions				✓	
Measurement and space					
Follow directions to familiar locations					✓
Statistics and probability					
Create displays of data and interpret them				✓	
Overall achievement				✓	

James applied himself consistently in mathematics this semester and has grown in each focus area. He accurately **identifies** the number before and after a given 3-digit number. James can fluently skip count by twos, fives and tens and **describe** the missing number in a pattern. James has an excellent understanding of numbers that add up to 20. He **applies this understanding in problem solving** tasks using **flexible** strategies including partitioning numbers and bridging to the nearest 10. He is confident in **describing and communicating** directions between locations and **reflects this understanding in drawings**. Future directions for James include adding and subtracting 2-digit numbers and using place value knowledge to partition and rename 3-digit numbers.

Note: the text in **bold** demonstrates an example of how the Working mathematically processes are embedded within the mathematics content.