VENDOR SOFTWARE SPECIFICATIONS

STUDENT REPORTS 2017

Contents

Student Reports – Information for Software Developers

1   Introduction

Victorian Curriculum F-10

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The Victorian Curriculum F-10 is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning.

The Victorian Curriculum F-10 website provides the content descriptions and achievement standards for all curriculum areas.

Implementation of the Victorian Curriculum F-10 is mandatory from the beginning of 2017, except English as an Additional Language and several Languages. See Page 16 for the list of Languages.

Student Reports

Student Reports are used to report student progress and achievement in Years Prep-10 against the Victorian Curriculum F-10 achievement standards. They show where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to individual learning goals and targets and/or the learning of their peers. Student reports should provide the capability to measure student achievement against individual learning goals or targets.

It is important that schools have the ability to set, and the flexibility to report against individual learning goals or targets in learning areas and capabilities as well as against age or year-level cohort expected levels of achievement, where that is determined by a school community to be desirable. This is because it is essential that schools provide reports to parents that accurately reflect the progress each student has made in their learning. The capacity to provide and report on student achievement measured against individual learning goals and targets is very important.

Towards Foundation Level of the Victorian Curriculum F-10 (Levels A to D), provides additional content descriptions and achievement standards for teachers of students with disabilities whose learning progress precedes Foundation level of the curriculum and is well outside the expected level of their peers. From 2016, CASES21 captured data for Levels A to D.

Purpose of this document

This document provides the software industry with the information required to meet the minimum mandatory requirements for the production of Student Reports for 2017.

These specifications should be read in conjunction with the revised F-10 Curriculum and Reporting Guidelines and the documents on the Requirements for Software Developers website.

2   Overview

2.1   Student Report format

There is information that must be included in a student report—use of five point scale or equivalent, however schools can decide how this information is presented and communicated to parents.

Overall, the software must enable a school to:

- insert their name and logo on the Report template/s
- add text boxes, in addition to those outlined in Section 2.2
- reformat the pages as required
- print the Reports.

2.2   Student Reporting – overall requirements

Schools are required to use a five point scale or equivalent when reporting to parents against clearly defined learning standards. Schools will enter a score based on the teacher judgement of each student's level of achievement against the curriculum areas taught during the reporting period. Schools can decide how progress should be represented e.g. a written statement or a graphic representation.

The Victorian Curriculum has 11 levels (F-10) as well as Levels A to D for students with disabilities. Schools are required to report to parents progress against the age-expected level of achievement for English, Mathematics and Science.

The curriculum is a developmental learning continuum and it is the fundamental role of teachers to enable students' progress along this continuum. The scoring range for the curriculum for Foundation Level to Level 10 is structured in 0.5 increments and shows the nominal alignment of levels with years. Teachers are able to place a student anywhere on the continuum that accurately reflects the student's level of achievement against the achievement standards. See Section 6.5 for nominal age-expected levels of achievement against the achievement standards.

The software package will provide at least one Student Report template that enables the following:

- Reporting against the achievement standards specified within the Victorian Curriculum F-10, and/or AusVELS EAL and AusVELS Languages, except in specific instances of individual students where this has been determined by schools in partnership with parents.
- Reporting against student's individual learning goals or targets, where that is determined by a school community to be desirable.
- English achievement standards must be set out in the three modes of Speaking and Listening; Writing; and Reading and Viewing.
- Mathematics achievement standards must be set out in the three strands of Number and Algebra; Measurement and Geometry; and Statistics and Probability.
- English and Mathematics must be reported each semester against age-expected levels of achievement.
- Science must be reported at least once a year from Year 3 against age-expected levels of achievement. Reporting against Science achievement standards prior to Year 3 is optional.
- Health and Physical Education to be reported separately. Physical Education must be reported twice yearly. Health is reported on whenever it is taught within the two year planning cycle.
- A work habits assessment to indicate 'Effort' and 'Class behaviour'. This could be a comment, a five point scale or a rating that indicates the student's progress, accompanied by a legend box.

- Text boxes for the following elements, for schools to include at their discretion:
    o What 'Student Name' has achieved
    o Areas for improvement/future learning
    o What the school will do to support <Student Name's> learning
    o What you can do at home to help <Student Name's> progress
    o Student comment
    o Attendance
    o Teacher name and date
    o Teacher signature
    o Parent comment on a separate page
    o Teacher comment
    o Curriculum area overview
    o Extra-curricular comments.

2.3   Reporting for student with disabilities

Schools are required to report on the achievement of all students including those with disabilities 'without exception'.

That means schools can report on a student's progress anywhere on the continuum between Levels A to 11.0. For example, if a student is in Year Three their teacher is not compelled to report their achievement at Level Three. Teachers and schools are expected to report against the relevant curriculum area achievement standards based on evidence collected through the teaching and learning program delivered during the reporting period.

2.4   Reporting for students of English as an Additional Language (EAL)

Schools need to produce reports for students identified as English as an Additional Language (EAL) in a format that is consistent with the other reports, using the following EAL standards.

EAL in 2017

In 2017 schools may elect to use the AusVELS EAL curriculum or the Victorian Curriculum F-10 EAL.

It is expected that the new Victorian Curriculum F-10 English as an Additional Language will be published in February, 2017. The new unique reporting codes and scores will be provided when the EAL curriculum is published on the following DET Student Reporting website pages - Requirements for Software Developers and Information for Report Coordinators.

Although the Victorian Curriculum F-10 EAL is not mandated to be used until 2018, the software must enable early adopters to report against the new EAL curriculum in 2017.

AusVELS EAL standards

AusVELS EAL achievement standards are used instead of the English achievement standards to show how EAL students are progressing. The EAL standards are organised into three broad stages:

- A Stages for Years Prep to 2
- B Stages for Years 3 to 6
- S Stages for Years 7 to 10.

A Stages – There are two A standards, A1 and A2, each with two points of progression towards the standard:

- A1.1, A1.2, A1.3 (A1.3 = at standard A1)
- A2.1, A2.2, A2.3 (A2.3 = at standard A2)

B Stages – There are four B standards, BL, B1, B2 and B3, each with two points of progression towards the standard:

- BL.1, BL.2, BL.3 (BL.3 = at standard BL)
- B1.1, B1.2, B1.3 (B1.3 = at standard B1)
- B2.1, B2.2, B2.3 (B2.3 = at standard B2)
- B3.1, B3.2, B3.3 (B3.3 = at standard B3)

S Stages – There are five S standards, SL, S1, S2, S3 and S4, each with two points of progression towards the standard:

- SL.1, SL.2, SL.3 (SL.3 = at standard SL)
- S1.1, S1.2, S1.3 (S1.3 = at standard S1)
- S2.1, S2.2, S2.3 (S2.3 = at standard S2)
- S3.1, S3.2, S3.3 (S3.3 = at standard S3)
- S4.1, S4.2, S4.3 (S4.3 = at standard S4).

In all of the EAL stages, students are assessed in the modes of:

- Speaking and Listening
- Reading and Viewing
- Writing.

EAL mode score translation

CASES21 will import (PRS211) and export (PRS212) EAL mode scores only. See Section 6.6 for a score translation table.

3 Technical Details

3.1 Student Report – setup (Report Coordinator)

Schools will begin the reporting process by exporting student data from CASES21 as outlined in Section 4, and adding semester information.

The software should:
- Allow the establishment of a five point scale.
- Allow schools to enter semester detail (if not available from CASES21).
- Assist schools in sorting students by teacher, class, home group, subject/units of work/themes, school year.
- Enable import of the following student details from a CASES21 file:
  - Registration Number (unique number within CASES21 that identifies the student only within the school)
  - Campus
  - Student Key
  - Student Surname
  - First Name
  - Preferred Name
  - Gender
  - Home Group
  - School Year
  - Achievement Data from last assessment, if available
  - Absence data.
- Allow for students to be added individually.
- Allow schools to assign students to subject/units of work/themes, curriculum areas to subject/units of work/themes and teachers to subjects, at class or school year level. A means of linking these is also required.
- Provide a Student Report Set-up program and templates. This program will also enable schools to enter information about
  - the curriculum areas being studied
  - the five point scale or equivalent that the school has chosen to use.
- Link Victorian Curriculum F-10 learning areas of English to modes and Mathematics and Health and Physical Education to strands.
- Provide for linking curriculum areas to the student, using the following fields:
  - Student Key
  - Registration Number (critical for importing results back to CASES21)
  - Teacher
  - Home Group
  - Curriculum areas being studied by student
  - Subjects
  - Class.
- Allow a 'not taught' or 'NT' entry to indicate a curriculum area or mode/strand that is not being taught as part of the teaching and learning program for the relevant semester.

3.2   Student Report – data entry (Teacher)

Student assessments will be entered for the curriculum area or mode/strand using a value at or between A and 11.0 to indicate achievement. See Section 6.4 for list of Curriculum Areas and Modes/Strands.

Teachers may also enter ratings for 'Effort' and for 'Class behaviour'.

A 'did not participate' or 'DNP' entry must be available for students who are not being assessed in any curriculum area/strand/mode due to special circumstances. Where a 'DNP' entry is made, the system must allow for the teacher to select one of the following special circumstances from a drop-down list:

- Exemption from Curriculum Area

- Late enrolment

- Low participation

- Serious illness

- Unapproved extended family holiday.

This will identify the curriculum area or mode/strand as not being reported for the relevant semester.

See Section 6.7 for an explanation of the special circumstances.

3.3   Student Report – validation

To ensure valid data is being entered, the software must:

- Ensure that schools establish and use a reporting system based on a five-point scale.

- Allow the teacher to select only valid scores for each curriculum area or mode/strand level as per the scoring range outlined in Section 6.4. Reject all invalid entries using an appropriate user-friendly error message.

- Use unique reporting codes identified in Section 6.4 to identify curriculum areas or modes/strands.

- Allow a 'DNP' indicator for curriculum areas not being assessed, including a drop-down list of special circumstances from which to select.

- Allow an 'NT' indicator for curriculum areas not being taught.

- Identify any curriculum area that does not have a score, a 'DNP' indicator or an 'NT' indicator, and flag it for follow-up.

3.4   Student Report – presentation

The software should include the following elements to enable customisation of report formats to suit schools' and individual student's needs.

Student Summary Page

A student summary page will contain the following information.

- Student Name – The student name will be supplied in the CASES21 file.

- School Year and Semester – The student's school year and semester will be supplied in the CASES21 file.

Student Report Pages

Student report pages will contain the following information:

- Student Name
- School Year
- Semester
- Teacher name
- Date

Optional headings and spaces should be included for the following:

- Teacher signature
- Student signature
- Parent signature

Names must be able to be changed or deleted, and extra names/signatories added, as required by the school.

Schools must be able to add, delete and modify text boxes, and save changes for future reports.

Progress Chart

Student achievement progress between reporting periods for each curriculum area can be a graphical or written representation. Progress can be shown after six months.

Additional information

The Student Report must also include a page or pages for:

- Information about the curriculum areas being studied. This information will be sourced from what the school has entered in 'Student Report Setup'.
- An explanation of the five-point scale or equivalent that the school has chosen to use sourced from the school entered data in 'Student Report Setup'.

The software package should also offer a range of options for schools to display this information.

3.5   Software capability

The solution must be compatible with the Department's Standard Operating Environment (SOE).

The Department's SoE includes:

- Operating Systems
  - o Windows 7 32-Bit
  - o Windows 7 64-Bit
  - o Windows 10 – 64-Bit
- Browsers
  - o Internet Explorer 8 and above
  - o Firefox
  - o Chrome
  - o Safari
- Hardware
  - o Desktops
  - o Notebooks
  - o iPads

3.6 Optional software functions

The capacity for the software to enable teachers to set and record students' individual learning goals and targets during the year would further support schools to provide reports that accurately reflect the progress students have made in their learning.

4 CASES21

Sample files for 'exporting from' and 'exporting to' CASES21 for the Victorian Curriculum F-10 will be available in the CASES21 Business Requirements 2017, published on the DET Student Reporting website – Requirements for Software Developers.

Updates to this file will be provided as they become available. Refer to the website for the most recent version number.

4.1 Exporting student data from CASES21

Student data will be made available from CASES21 in XML format. Schools will use a CASES21 process to export the data files.

PRS211 Students and Prior Results – description of CASES21 file

PRS211 Message	
Function/s Supported	PRS211 Students and Prior Results
Description	Sends student details and their prior summary details to the Student Reporting System.
Input from Application/ or Output to Application	Output from CASES21
Type	Manual – initiated by user
Frequency	2 x per year minimum to load the Student Reporting System
Required Turnaround	Immediate
Triggering Events	Student Reporting Cycle
Encryption	None
Parameters	Semester - Data is per semester
Outputs/Inputs	XML message structure
Message Transport	File transfer
Message Delimiter	Xml tags

PRS213 Students Attendance – description of CASES21 file

PRS213 Message	
Function/s Supported	PRS213 Students Attendance
Description	Sends student attendance data for the selected semester to the Student Reporting System. Note: This export of attendance data is only current as per the last time schools (that use 3rd party attendance marking products) have imported their attendance data into CASES21.
Input from Application/ or Output to Application	Output from CASES21
Type	Manual – initiated by user
Frequency	2 x per year minimum to load the Student Reporting System
Required Turnaround	Immediate
Triggering Events	Student Reporting Cycle
Encryption	None
Parameters	Semester - Data is per semester
Outputs/Inputs	XML message structure
Message Transport	File transfer
Message Delimiter	Xml tags

4.2 Exporting student data to CASES21

The software must:

- Enable student achievement data to be uploaded to CASES21 using the process detailed on the DET Student Reporting website – Requirements for Software Developers.

- Prepare only one correct score for each curriculum area/strand/mode to be sent to CASES21.

PRS212 Student Results – description of CASES21 file

PRS212 Message	
Function/s Supported	PRS212 Students Results
Description	Sends student achievements to CASES21
Input from Application/ or Output to Application	Output from Student Reporting System
Type	Manual – initiated by user
Frequency	2 x per year minimum to load the Student Reporting System
Required Turnaround	Immediate
Triggering Events	Completion of Student Reporting Cycle
Encryption	None
Parameters	None
Outputs/Inputs	XML message structure
Message Transport	File transfer
Message Delimiter	Xml tags

5   Commercial Use

For any commercial use of the Victorian Curriculum F-10, requestors must seek permission by completing the form available on the VCAA Copyright and Intellectual Property Notice page and forwarding to the VCAA Copyright Officer.

6   Supporting Documentation

6.1   Use of algorithm 2017

Schools are required to use a five point scale or equivalent when reporting student achievement to parents. If schools choose to use an A-E scale to report against the Victorian Curriculum F-10 achievement standards then the software should apply the 2017 algorithm (VC Lookup Matrix 2017). Vendors will be notified when the algorithm is available on the DET Student Reporting website.

6.2   Breaking of data chain

In 2017 progress in the Victorian Curriculum F-10 will not be linked to historical AusVELS achievement data as the data chain will be broken in all curriculum areas except English and Mathematics (Victorian Curriculum F-10 taught during 2016), and English as an Additional Language (EAL) and several Languages (AusVELS for 2017).

For the Victorian Curriculum F-10, comparative data related to student achievement progress will only be shown when a curriculum area is reported on for the second time.

6.3 Glossary of Terms

Term	Description
Victorian Curriculum F-10	The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. Schools were able to implement the Victorian Curriculum in 2016, but it is mandatory from 2017.
AusVELS	AusVELS was the curriculum for Victorian schools until December 2016. It is the initial incorporation of the Australian Curriculum areas of English, Mathematics, History and Science into the Victorian Essential Learning Standards (VELS).
CASES21	**C**omputerised **A**dministrative **S**ystem **E**nvironment in **S**chools - CASES21 is the school administration computer system.
Curriculum areas	Distinct bodies of knowledge, understandings and skills within a curriculum framework. In the Victorian Curriculum F-10, includes **Learning Areas** and **Capabilities**.
Modes	In the learning area of English, there are three modes: Reading and Viewing; Writing; and Speaking and Listening.
Strands	Key organising elements within each curriculum area.
Scores	Figures that represent student progress along the curriculum continuum.
Ratings	Single words, short phrases, numbers and letters that indicate student progress e.g. effort, student behaviour.
Sequences	Sequences of learning is the term for the different entry points into language learning across F–10. Under the AusVELS known as 'Pathways'. There are two possible learning sequences: • **F–10 sequence** for students who begin to learn the language in primary school and continue to Year 10. • **7-10 sequence** for students who begin to learn the language in Year 7.
Pathways	**For Chinese only,** pathways are provided for three learner groups: Second Language Learners, Background Language Learners and First Language Learners. The types of learner are: • **Second Language Learner**

Term	Description
	These students are introduced to learning Chinese at school as an additional, new language. The first language used before they start school and/or the language they use at home is not Chinese. • **Background Language Learner** These students may use Chinese at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the Chinese language. These students have a base for literacy development in the language. • **First Language Learner (7–10 sequence only)** These students are users of the Chinese language who have undertaken at least primary schooling in Chinese. They have had their primary socialisation as well as initial literacy development in the Chinese language and use it at home. For further information refer to the Chinese curriculum on the Victorian Curriculum F-10 website.

6.4 Curriculum Areas, modes/strands, and codes for F-10 Curriculum

Victorian Curriculum F-10

Curriculum Area		Mode/Strand	Unique Reporting Code	Scoring Range
Capabilities	Critical and Creative Thinking Capability	Critical and Creative Thinking Capability	VCCCT	A to 11.0
Capabilities	Ethical Capability	Ethical Capability	VCEC	0.5 to 11.0
Capabilities	Intercultural Capability	Intercultural Capability	VCIC	0.5 to 11.0
Capabilities	Personal and Social Capability	Personal and Social Capability	VCPSC	A to 11.0
English	English	Reading and Viewing	VCERV	A to 11.0
English	English	Writing	VCEW	A to 11.0
English	English	Speaking and Listening	VCESL	A to 11.0
Health and Physical Education	Health and Physical Education	Movement and Physical Activity	VCHPEM	A to 11.0
Health and Physical Education	Health and Physical Education	Personal, Social and Community Health	VCHPEP	A to 11.0
Languages codes are listed in the next table: Victorian Curriculum F-10 Languages				
Mathematics	Mathematics	Measurement and Geometry	VCMMG	A to 11.0
Mathematics	Mathematics	Number and Algebra	VCMNA	A to 11.0
Mathematics	Mathematics	Statistics and Probability	VCMSP	A to 11.0
Science	Science	Science	VCS	A to 11.0
Technologies	Design and Technologies	Design and Technologies	VCDS	A to 11.0
Technologies	Digital Technologies	Digital Technologies	VCDT	A to 11.0
The Arts	Dance	Dance	VCADA	A to 11.0
The Arts	Drama	Drama	VCADR	A to 11.0
The Arts	Media Arts	Media Arts	VCAMA	A to 11.0
The Arts	Music	Music	VCAMU	A to 11.0
The Arts	Visual Arts	Visual Arts	VCAVA	A to 11.0

Curriculum Area		Mode/Strand	Unique Reporting Code	Scoring Range
The Arts	Visual Communication Design	Visual Communication Design	VCAVCD	6.5 to 11.0
The Humanities	Civics and Citizenship	Civics and Citizenship	VCCC	2.5 to 11.0
The Humanities	Economics and Business	Economics and Business	VCEB	4.5 to 11.0
The Humanities	Geography	Geography	VCG	A to 11.0
The Humanities	History	History	VCH	A to 11.0

Victorian Curriculum F-10 Languages

Curriculum Area	Sequence	Pathway	Unique Reporting Code	Scoring Range
Auslan	F-10	Auslan	VCLAU1	0.5 to 11.0
Auslan	7-10	Auslan	VCLAU2	6.5 to 11.0
Arabic	F-10	Arabic	VCAR1	0.5 to 11.0
Arabic	7-10	Arabic	VCAR2	6.5 to 11.0
Chinese	F-10	Second Language Learners	VCZHS1	0.5 to 11.0
Chinese	7-10	Second Language Learners	VCZHS2	6.5 to 11.0
Chinese	F-10	Background Language Learners	VCZHB1	0.5 to 11.0
Chinese	7-10	Background Language Learners	VCZHB2	6.5 to 11.0
Chinese	7-10	First Language Learners	VCZHF2	6.5 to 11.0
Classical Languages	7-10	Classical Languages	VCLCL	6.5 to 11.0
Classical Greek	7-10	Classical Greek	VCLCG	6.5 to 11.0
French	F-10	French	VCFR1	0.5 to 11.0
French	7-10	French	VCFR2	6.5 to 11.0
German	F-10	German	VCDE1	0.5 to 11.0

Curriculum Area	Sequence	Pathway	Unique Reporting Code	Scoring Range
German	7-10	German	VCDE2	6.5 to 11.0
Hindi	F-10	Hindi	VCHI1	0.5 to 11.0
Hindi	7-10	Hindi	VCHI2	6.5 to 11.0
Indonesian	F-10	Indonesian	VCID1	0.5 to 11.0
Indonesian	7-10	Indonesian	VCID2	6.5 to 11.0
Italian	F-10	Italian	VCIT1	0.5 to 11.0
Italian	7-10	Italian	VCIT2	6.5 to 11.0
Japanese	F-10	Japanese	VCJA1	0.5 to 11.0
Japanese	7-10	Japanese	VCJA2	6.5 to 11.0
Korean	F-10	Korean	VCKO1	0.5 to 11.0
Korean	7-10	Korean	VCKO2	6.5 to 11.0
Latin	7-10	Latin	VCLLA	6.5 to 11.0
Modern Greek	F-10	Modern Greek	VCEL1	0.5 to 11.0
Modern Greek	7-10	Modern Greek	VCEL2	6.5 to 11.0
Non-Roman Alphabet Languages	F-10	Non-Roman Alphabet Languages	VCNR1	0.5 to 11.0
Non-Roman Alphabet Languages	7-10	Non-Roman Alphabet Languages	VCNR2	6.5 to 11.0
Roman Alphabet Languages	F-10	Roman Alphabet Languages	VCRA1	0.5 to 11.0
Roman Alphabet Languages	7-10	Roman Alphabet Languages	VCRA2	6.5 to 11.0
Spanish	F-10	Spanish	VCES1	0.5 to 11.0
Spanish	7-10	Spanish	VCES2	6.5 to 11.0
Turkish	F-10	Turkish	VCTR1	0.5 to 11.0
Turkish	7-10	Turkish	VCTR2	6.5 to 11.0
Victorian Aboriginal Languages	F-10	Victorian Aboriginal Languages	VCLVA1	0.5 to 11.0
Vietnamese	F-10	Vietnamese	VCVI1	0.5 to 11.0

Curriculum Area	Sequence	Pathway	Unique Reporting Code	Scoring Range
Vietnamese	7-10	Vietnamese	VCVI2	6.5 to 11.0

AusVELS Languages

Schools may choose to continue to use the AusVELS Languages curriculum for the following languages:

- Arabic
- German
- Japanese
- Modern Greek
- Hindi
- Korean
- Spanish
- Turkish
- Vietnamese.

Domain title	Dimension	Unique Reporting Code	Scoring Range
Languages Pathway 1	Communicating in a language other than English (Pathway 1)	LO1COM	4.0 to 11.0
Languages Pathway 1	Intercultural knowledge and language awareness (Pathway 1)	LO1ICK	4.0 to 11.0
Languages Pathway 2	Communicating in a language other than English (Pathway 2)	LO2COM	6.0 to 11.0
Languages Pathway 2	Intercultural knowledge and language awareness. (Pathway 2)	LO2ICK	6.0 to 11.0

AusVELS English as an Additional Language

EAL Stage	Mode	Unique Reporting Code
Stage A	Reading and Viewing	ESAREA
Stage A	Writing	ESAWRI
Stage A	Speaking and Listening	ESASPL
Stage B	Reading and Viewing	ESBREA
Stage B	Writing	ESBWRI
Stage B	Speaking and Listening	ESBSPL
Stage S	Reading and Viewing	ESSREA
Stage S	Writing	ESSWRI
Stage S	Speaking and Listening	ESSSPL

6.5 Curriculum scores

Victorian Curriculum F-10

Teachers will enter the score that accurately reflects the student's level of achievement against the achievement standards. They are able to place a student anywhere on the continuum.

Levels	Score	FOR VENDOR INFORMATION ONLY CASES21 numeric equivalent
Beyond Level 10	11.0	15.5
	10.5	15.0
Level 10	10.0	14.5
	9.5	14.0
Level 9	9.0	13.5
	8.5	13.0
Level 8	8.0	12.5
	7.5	12.0
Level 7	7.0	11.5
	6.5	11.0
Level 6	6.0	10.5
	5.5	10.0
Level 5	5.0	9.5
	4.5	9.0
Level 4	4.0	8.5
	3.5	8.0
Level 3	3.0	7.5
	2.5	7.0
Level 2	2.0	6.5
	1.5	6.0
Level 1	1.0	5.5
	F.5	5.0
Foundation	F	4.5
	0.5	4.0
Level D	D	3.5
Level C	C	2.5
Level B	B	1.5
Level A	A	0.5

6.6 Curriculum score translation

EAL (unchanged for 2017)

Stage	Standard	Points of progression toward standard	Score	Translation score
S Stage	S4	S4.3	S4.3	4.00
		S4.2	S4.2	3.75
		S4.1	S4.1	3.50
	S3	S3.3	S3.3	3.25
		S3.2	S3.2	3.00
		S3.1	S3.1	2.75
	S2	S2.3	S2.3	2.50
		S2.2	S2.2	2.25
		S2.1	S2.1	2.00
	S1	S1.3	S1.3	1.75
		S1.2	S1.2	1.50
		S1.1	S1.1	1.25
	SL	SL.3	S0.3	1.00
		SL.2	S0.2	0.50
		SL.1	S0.1	0.00
B Stage	B3	B3.3	B3.3	3.25
		B3.2	B3.2	3.00
		B3.1	B3.1	2.75
	B2	B2.3	B2.3	2.50
		B2.2	B2.2	2.25
		B2.1	B2.1	2.00
	B1	B1.3	B1.3	1.75
		B1.2	B1.2	1.50
		B1.1	B1.1	1.25
	BL	BL.3	B0.3	1.00
		BL.2	B0.2	0.50
		BL.1	B0.1	0.00
A Stage	A2	A2.3	A2.3	1.75
		A2.2	A2.2	1.50
		A2.1	A2.1	1.25
	A1	A1.3	A1.3	1.00
		A1.2	A1.2	0.50
		A1.1	A1.1	0.00

6.7   Special Circumstances

An explanation of the special circumstances is as follows for when a 'did not participate' or 'DNP' entry is selected:

Exemption from a Curriculum Area – the student participated in a targeted intervention program instead of a curriculum area or was on an approved extended absence during the reporting period, and has a personalised learning plan in place.

Late enrolment – the student was enrolled in the school towards or at the end of the reporting period.

Low participation – the student has low levels of school participation and is not participating in an approved re-engagement program.

Serious illness – the student was seriously ill during the reporting period.

Unapproved extended family holiday – the student was on an unapproved extended family holiday during the reporting period.

6.8   Useful Links

Victorian Curriculum F-10 website
http://victoriancurriculum.vcaa.vic.edu.au/

F-10 Curriculum and Reporting Guidelines
www.vcaa.vic.edu.au/Documents/viccurric/ RevisedF 10CurriculumPlanningReportingGuidelines.pdf

Student Reporting website - Information for Report Coordinators
www.education.vic.gov.au/school/teachers/support/Pages/reportcoord.aspx

Student Reporting website – Requirements for Software Developers
www.education.vic.gov.au/school/principals/curriculum/Pages/reportsoftware.aspx

VCAA Copyright and Intellectual Property Notice
www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx

VCAA Copyright Officer
Mailto:vcaa.copyright@edumail.vic.gov.au

Education State
www.education.vic.gov.au/about/educationstate/Pages/default.aspx

Framework for Improving Student Outcomes (FISO)
https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx

Specific queries can be directed to: student.reports@edumail.vic.gov.au