



Department of Education and  
Early Childhood Development

## **PROJECT DOCUMENTATION**

### **VENDOR SOFTWARE SPECIFICATIONS**

#### ***STUDENT REPORT CARDS***

***2016***

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# Student Report Card Information for Software Developers

## 1 Information Overview

### 1.1 Introduction

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 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 provides the content descriptions and achievement standards across all curriculum areas and can be accessed from

<http://victoriancurriculum.vcaa.vic.edu.au/>

Schools may begin to implement the Victorian Curriculum in 2016, but it is mandatory from the beginning of 2017.

The AusVELS curriculum was the initial incorporation of the Australian Curriculum areas of English, Mathematics, History and Science into the Victorian Essential Learning Standards (VELS). Schools began implementation of the AusVELS curriculum in 2013 and this will continue to be available until December 2016.

The AusVELS curriculum can be accessed from <http://ausvels.vcaa.vic.edu.au/>.

Schools will have the option to implement **some** or **all** of the Victorian Curriculum F-10 or continue to use AusVELS in 2016. Teachers will make informed, on-balance judgements against the AusVELS or the new Victorian Curriculum F-10 standards.

As in previous years, student report cards are to be used to report student achievement in Years Prep -10.

Towards Foundation Level of the Victorian Curriculum (Levels A to D), provides additional content descriptions and achievement standards to teachers of students with disabilities whose learning progress precedes Foundation level of the curriculum and well outside the expected level of their peers. CASES21 will capture 2016 report data for the first time for Levels A to D.

Since 2014 Victorian government schools have had greater flexibility in how they report student learning achievement to parents.

The report cards include information about student achievement in relation to the achievement standards defined in the curriculum. Schools can continue to include information about areas for improvement and future learning, what the school will do to improve the child's progress at school, how parents can help at home, a section for comments from parents and students and attendance.

This document provides the software industry with the information needed to meet the minimum mandatory requirements for the presentation of the report cards. Schools should ensure that every report provides individualised rather than generic comments on the learning progress of each student.

These specifications should be read in conjunction with the F-10 Curriculum and Reporting Guidelines available at: <http://curriculumplanning.vcaa.vic.edu.au/>.

### 1.2 Report Formats

There is mandated information that must be included in school reports. Schools have flexibility in how this information is communicated to parents. The software package

will provide one or more than one template for communication of this information. Schools will have the flexibility to add extra information.

Software needs to provide for:

- The school's name and logo
- The ability to add text boxes, in addition to those stated below
- Reformatting of the page as required.

### 1.3 Student report card

Schools are required to use an A to E scale or an equivalent five point scale when reporting to parents against clearly defined learning standards. This could include curriculum areas, behaviour, effort or any school-based learning priority.

Schools will enter the numeric score that is based on the teacher judgement of each student's level of achievement against the curriculum framework for all curriculum areas taught during the reporting period as well as against the age-expected level of achievement for English, Mathematics and Science. The only exception to this is in specific instances of individual students where this has been determined by schools in partnership with parents to be unnecessary.

In 2016, while schools are transitioning from AusVELS to the Victorian Curriculum, principals or school administrators will require a way to set up Student Report Card templates so that these are populated with the required combination of AusVELS and/or Victorian Curriculum reports for each class.

The minimum requirement is that the software package provides at least one Student Report Card template that includes the following information:

- Reporting is against the achievement standards specified within the curriculum areas in the Victorian Curriculum and/or AusVELS. These should be locked as follows:
  - English and Mathematics to be locked for each semester's report each year and reporting is against age expected levels of achievement except in specific instances of individual students where this has been determined by schools in partnership with parents.
  - The English achievement standards must be set out in the three modes of Speaking and Listening, Writing and Reading and Viewing.
  - The Mathematics achievement standards must be set out in the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.
  - Science must be reported at least once a year and reporting is against age expected levels of achievement. Schools do not have to report against Science standards until Year 3 but reporting in earlier levels is a school decision.
- The Victorian Curriculum and AusVELS are structured in 11 levels with 12 increment points on the continuum, that is F-10 and 4 levels from A to D for students with disabilities. (For further information see Supporting Documentation)
- A to D scores sit before 0.00 and are between -4.00 and -1.00. There are no six monthly increment points on the continuum for Levels A to D.
- English as an Additional Language (EAL) standards are organised into three broad bands:
  - A Stages for Years Prep to 2
  - B Stages for Years 3 to 6
  - S Stages for Years 7 to 10.

- Schools can decide how progress should be represented e.g. graphical or written representation.
- Age expected level of performance is required for English, Mathematics and Science only.
- Individual expected level of performance should be represented.
- A work habits assessment to indicate 'Effort' and 'Class behaviour'. This could be a comment or a five point scale, accompanied by a legend box.
- Text boxes for the following elements need to be provided and formatted so they can be included at the school's discretion:
  - What 'Student Name' has achieved
  - Areas for improvement/future learning
  - What the school will do to support 'Student Name's' learning
  - What you can do at home to help 'Student Name's' progress
  - Student comment
  - Attendance
  - Teacher name and date
  - Teacher signature
  - Parent comment on a separate page
  - Teacher comment
  - Curriculum area overview
  - Extra-curricular comments.

The following new text must appear on all school reports when schools transition to the Victorian Curriculum:

*Progress is shown for English and Mathematics. As new curriculum areas are introduced and taught in the Victorian Curriculum, your child's progress will show the level of achievement in that curriculum area. Progress will only be shown when a curriculum area is reported on for the **second** time.*

#### 1.4 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 Victorian Curriculum and/or AusVELS and the data collected centrally in CASES21.

##### EAL standards

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

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

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

- Speaking and Listening
- Reading and Viewing
- Writing.

Standard English levels, using progression points, are not used in assessing EAL. Instead, the scores that may be assigned to EAL students vary with, and reflect, the EAL stage. The scores that may be used are:

- A Stages – There are two stages, A1 and A2, each with three achievement points:
  - A1.1, A1.2, A1.3

- A2.1, A2.2, A2.3.
- B Stages – There are four B stages, BL – B3, each with three achievement points:
  - BL.1, BL.2, BL.3.
  - B1.1, B1.2, B1.3
  - B2.1, B2.2, B2.3
  - B3.1, B3.2, B3.3
- S Stages – There are five S stages, SL – S4, each with three achievement points
  - SL.1, SL.2, SL.3.
  - S1.1, S1.2, S1.3
  - S2.1, S2.2, S2.3
  - S3.1, S3.2, S3.3
  - S4.1, S4.2, S4.3

### EAL mode score translation

EAL does not use standard curriculum area scores. Instead each stage uses a score for each mode. There are a different number of values for each stage: 6 for stage A; 12 for stage B and 15 for stage S. Score translation table and specifications available at:

<http://www.education.vic.gov.au/school/principals/curriculum/Pages/reportsoftware.aspx>.

### 1.5 Interactions with schools CASES21 system

Student data will be available from CASES21. CASES21 will provide an export file and also a facility to import information via a file transfer.

File descriptions for 'exporting' from, and 'importing' to CASES21 are on the Student Reports website.

### 1.6 Teacher Notebooks

Software should cater for both PC and Mac notebooks.

## 2 Technical Details

### 2.1 Collecting Student Data from CASES21

#### Receive 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. This is a description of the CASES21 file.

Any updates to this file will be provided as they become available, and noted on the website.

#### PRS211 Students and Prior Results

| 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   |

|                     |   |
|---------------------|---|
| PRS211 Message      |   |
| 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

|  |  |
|--|--|
| PRS213 Message                                   |  |
| <b>Function/s Supported</b>                      | PRS213 Students Attendance   |
| Description                                      | <p>Sends student attendance data for the selected semester to the Student Reporting System.</p> <p>Note: This export of attendance data is only current as per the last time schools (that use 3<sup>rd</sup> party attendance marking products) have imported their attendance data into CASES21.</p> |
| 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   |

Sample files for 'exporting from' and 'importing to' CASES21, for the Victorian Curriculum and AusVELS, will be published on the [Student Reporting website](#).

Vendors will be advised when sample files for 2016 are available.

Please refer to the Student Reporting website for the most recent version number.

## 2.2 Student Report Setup

### Data Loading

Schools will begin the reporting process by collecting student data from CASES21 using data files, and adding semester information.

Software should:

- Accept the data from the CASES21 file.
- Allow schools to enter semester detail (if not available from CASES21).
- Assist schools in sorting students by teacher, class, home group, subject, school year.
- Receive the following student details from 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 previous 12 months, if available
- Absences data.
- Allow for students to be added individually.
- School will assign students to subjects, curriculum areas to subjects and teachers to subjects. This should be done at class or school year level. A means of linking these is required.
- Software needs to provide a set-up program and templates.
- Software should link Victorian Curriculum learning areas and capabilities to strands and AusVELS domains to dimensions.
- Software should provide for linking curriculum areas to the Student, keys include:
  - Student Key
  - Registration Number (critical for importing results back to CASES21)
  - Teacher
  - Home Group
  - Curriculum areas being studied by Student
  - Subjects
  - Class.

## 2.3 Student assessments

### Teacher Information – Victorian Curriculum

Teachers enter numerical scores at strand level.

Teachers may also enter a rating for 'Effort' and for 'Class behaviour'.

Student assessments will be entered at strand level using a value at or between 0.00 and 10.50, and/or between -4.00 and -1.00 (where the 4 "Towards Foundation Level (A to D)" achievement standards are used) to indicate progress.

A 'not applicable or NA' entry must be available for students who are not being assessed in any strand/curriculum area due to special circumstances. This will identify the strand/curriculum area as not being reported for the relevant semester. (For further information see Supporting Documentation)

A 'not taught or NT' entry must be available for any strand/curriculum area that is not being taught as part of the teaching and learning program for the relevant semester.

Software must:

- Accept assessment ratings at curriculum area level using -4.00 and -1.00 and 0.00 to 10.50.
- Allow the teacher to select only valid entries between -4.00 and 10.50.
- Activate a pop up for teacher input/ response if a 0.00 entry is selected
  - Teacher to confirm 0.00 score is an accurate assessment of student achievement. If not a "NA" entry must be used (see above requirement for "NA")
- Only accept valid entries and flag incorrect entries for follow-up.

- Use curriculum area codes to identify valid entries.
- Provide an indicator to identify curriculum areas not being assessed.
- Software must identify that an 'NA indicator' is present and curriculum area is not being assessed.
- Software must identify that an 'NT indicator' is present and curriculum area is not being taught.
- Software must identify any curriculum area that does not have a score, an 'NA' indicator or a 'NT' indicator, and flag it for follow-up.
- Only accept valid entries for 'Effort' if schools report on this.
- Only accept valid entries for 'Class behaviour' if schools report on this.
- Software must identify where 'Effort' does not have an entry and flag it for follow-up.
- Software must identify where 'Class behaviour' does not have an entry, and flag it for follow-up.
- Reject with an indicator invalid entries for 'Effort' and 'Class behaviour'.

### Teacher Information - AusVELS

Teachers enter numerical scores at dimension level.

Teachers may also enter a rating for 'Effort' and for 'Class behaviour'.

AusVELS domains will be described in 11 levels with 11 progression points in 0.5 increments, with the addition of four "Towards Foundation Level (A to D)" achievement standards.

Student assessments will be entered at dimension level using a value at or between 0.00 and 11.50, and/or between -4.00 and -1.00 (where the 4 "Towards Foundation Level AusVELS" achievement standards are used) to indicate progress.

A 'not applicable or NA' entry must be available for students who are not being assessed in any strand/dimension due to special circumstances. This will identify the strand/dimension as not being reported for the relevant semester. (For further information see Supporting Documentation)

Software must:

- Accept assessment ratings at dimension level using -4.00 and -1.00 and 0.00 to 11.50.
- Allow the teacher to select only valid entries between -4.00 and 11.50.
- Activate a pop up for teacher input/ response if a 0.00 entry is selected
  - Teacher to confirm 0.00 score is an accurate assessment of student achievement. If not a "NA" entry must be used (see above requirement for "NA")
- Only accept valid entries and flag incorrect entries for follow-up.
- Use dimension codes to identify valid entries.
- Provide an indicator to identify dimensions not being assessed.
- Software must identify that an 'NA indicator' is present and dimension is not being assessed.
- Software must identify any dimension that does not have a score or an 'NA' indicator, and flag it for follow-up.
- Only accept valid entries for 'Effort' if schools report on this.

- Only accept valid entries for 'Class behaviour' if schools report on this.
- Software must identify where 'Effort' does not have an entry and flag it for follow-up.
- Software must identify where 'Class behaviour' does not have an entry, and flag it for follow-up.
- Reject with an indicator invalid entries for 'Effort' and 'Class behaviour'.

## **Sending Data to CASES21**

Software must:

- Identify duplicate curriculum areas/domains/dimensions, and process to a single curriculum area/domain/dimension score
- Prepare only one correct score for each curriculum area/domain/dimension to be sent to CASES21.

### **2.4 Student Report Card**

The following elements should be offered in software packages to enable customisation of report formats to suit schools' and individual student's needs.

#### **Student Summary Page**

A summary page must 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 must contain the following information.

- Student Name
- School Year
- Semester

The report will contain information about the curriculum areas being studied.

Curriculum area information will be sourced from the school entered data described in 'Student Report Setup'.

English will contain the modes of 'Reading and Viewing', 'Writing', and 'Speaking and Listening'. Mathematics will contain the strands of: 'Number and Algebra', 'Measurement and Geometry' and 'Statistics and Probability'. Science will contain the strands of 'Science Understanding' and 'Science Inquiry Skills'.

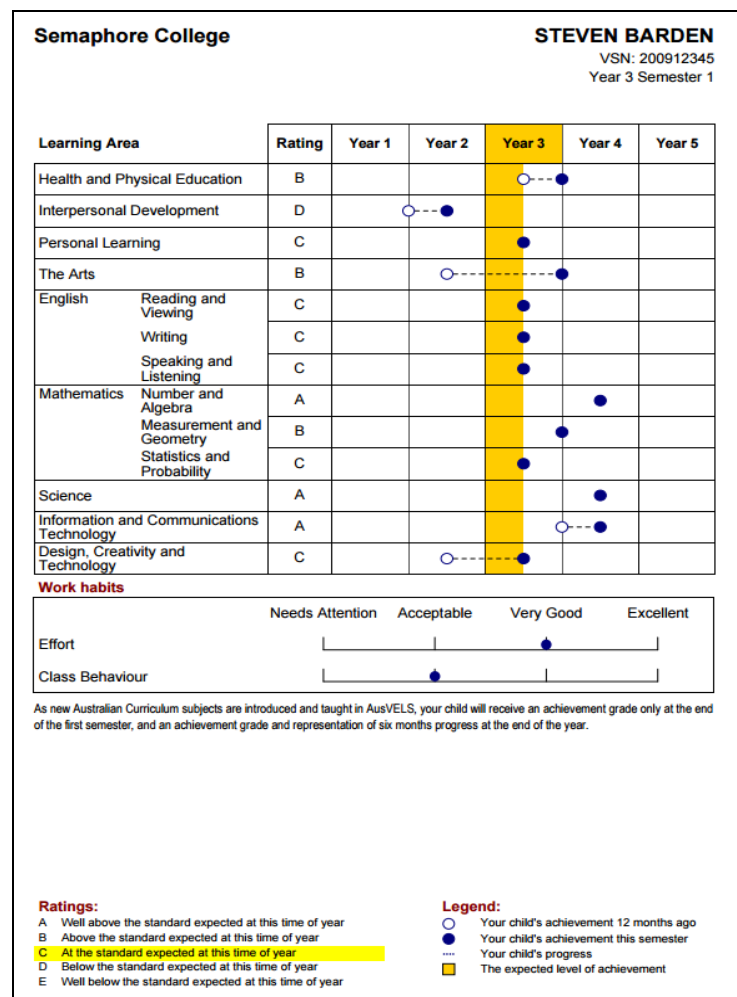
An explanation of the five-point scale the school has chosen to use.

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

#### **Progress Chart**

Progress indicating student achievement in the reporting period for each curriculum area or domain can be represented by a graphical or written representation. Three different approaches are illustrated below.

## Example 1 – AusVELS – 2014 mandated report card format



Example 1 shows the 2014 mandated reporting format for AusVELS where the student's achievement level for the semester is shown in relation to the expected level of achievement and uses an A to E scale.

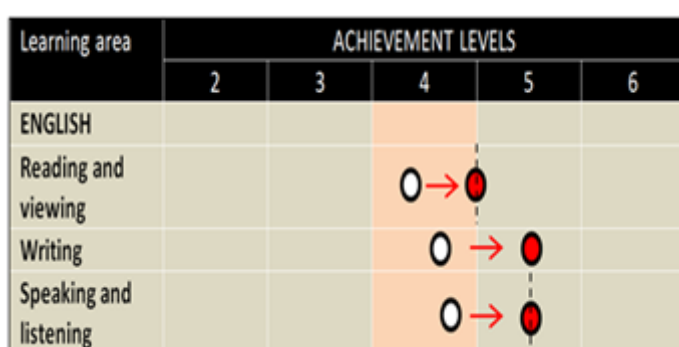
A dot is shown in the middle or halfway across the right or left edge of the achievement standard columns.

A 'hollow' dot or circle or other graphic representing student's achievement derived from the previous report the student achieved for this curriculum area/domain can be included, where appropriate based on the implementation of the first and second iteration of the Victorian Curriculum. The position of this circle or graphic will be derived from information in the CASES21 file.

- Use the curriculum area/domain numerical score to determine the position of current assessment's solid dot/graphic.
- For the English modes of 'Reading and Viewing', 'Writing', and 'Speaking and Listening', use numerical score to determine the position of solid dot/graphic.
- For the Mathematics strands of: 'Number and Algebra', 'Measurement and Geometry' and 'Statistics and Probability' use strand numerical score to determine the position of solid dot/graphic

- For AusVELS, use achievement score from one year ago (from CASES21), school year and coding information to determine the position of the hollow dot for English, Mathematics, Science and History in 2016.
- For all new Victorian Curriculum curriculum areas, with the exception of English and Mathematics, the following protocol will be observed:
  - First year of implementation:
    - Achievement dot/graphic shown at the end of the semester when it is taught – no progress (hollow dot/graphic) shown
    - Achievement dot/graphic shown the second time this curriculum area is reported – progress (hollow dot/graphic) showing progression (from last time reported).
  - Second year of implementation:
    - Use achievement score from one year ago or from when the curriculum area was last taught (from CASES21), school year and coding information to determine the position of the hollow dot/graphic.

Example 2



Example 2 maps student achievement against a learning continuum of five achievement standards.

Example 3

| Learning Area   | DEMONSTRATED LEVEL OF KNOWLEDGE AND SKILLS |           |      |          |         |
|-----------------|--|-----------|------|----------|---------|
|                 | Excellent                                  | Very good | Good | Moderate | Minimal |
| History         | A  | B         | C    | D        | E       |
| Goldfields unit |  |           | ✓    |          |         |

Example 3 describes how well a student has mastered a particular skill or knowledge within a curriculum area continuum.

## Progress

A dotted line that links the 'hollow' dot with the current achievement dot or other alternative representation of the school's choice may be used to represent progress.

## Expected Level

A graphical representation of the school's choice should be used to indicate the age expected achievement level for English, Mathematics and Science. The graphical representation will relate to the current year and semester being reported.

## Personalised expected level

A graphical representation of the school's choice could be used to indicate personalised expected levels of achievement. This should be derived from a curriculum area numerical score entered to establish the expected level of individual student achievement.

## Written Comments

Text boxes used for written comments should be expandable and could include the following headings:

- What 'Student Name' has achieved
- Areas for improvement/future learning
- The school will do the following to support 'Student Name's' learning
- What you can do at home to help 'Student Name's' progress
- Teacher comment
- Student comment
- Attendance
- Parent comment.

Text boxes must be able to be deleted and extra text boxes added:

- Add text box
- Delete allowable text boxes, if required
- Save changes for future reports.

## Names, dates and signatures

Headings and spaces are required for:

- Teacher name
- Date

Optional headings and spaces should be able to 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.

## 2.5 English as an Additional Language page

When an English as an Additional Language (EAL) page is produced the current summary page of the student report card will remain unchanged with the exception that the learning area of "English" will not be included and the curriculum area of 'English as an Additional Language' will be included.

The software needs to generate a new page for EAL with the following attributes:

- An EAL page that can be used by both primary and secondary schools to report progress in EAL.
- The page would contain a new EAL graphic which would replace the standard achievement and progress graphic.
- There will be three versions of the EAL graphic:
  - P-2
  - Years 3-6
  - Years 7-10.
- Schools would be able to select the appropriate graphic based on the year level of the student.

- The graphics used to represent progress for 'Speaking and Listening', 'Reading and Viewing', and 'Writing' are generated from mode scores entered by the teacher.

The three versions of the graphic could be as follows:

### Prep to Year 2

There would be a total of 6 spots (3 per stage) for dots to be positioned based on teacher scores (A1.1, A1.2, A1.3, A2.1, A2.2, A2.3).

| Achievement in learning English as an additional language | Stage A1 | Stage A2 |  |
|---|----------|----------|--|
| Speaking and Listening                                    |          |          |  |
| Reading and Viewing                                       |          |          |  |
| Writing   |          |          |  |

### Years 3-6

There would be a total of 12 spots (three per stage) for dots to be positioned based on teacher scores (B0.1, B0.2, B0.3, B1.1, B1.2, B1.3, B2.1, B2.2, B2.3, B3.1, B3.2, B3.3)

| Achievement in learning English as an additional language | Stage BL | Stage B1 | Stage B2 | Stage B3 |  |
|---|----------|----------|----------|----------|--|
| Speaking and Listening                                    |          |          |          |          |  |
| Reading and Viewing                                       |          |          |          |          |  |
| Writing   |          |          |          |          |  |

### Years 7-10

There would be a total of 15 spots (3 per stage) for dots to be positioned based on teacher scores (S0.1, S0.2, S0.3, S1.1, S1.2, S1.3, S2.1, S2.2, S2.3, S3.1, S3.2, S3.3, S4.1, S4.2, S4.3)

| Achievement in learning English as an additional language | Stage SL | Stage S1 | Stage S2 | Stage S3 | Stage S4 |  |
|---|----------|----------|----------|----------|----------|--|
| Speaking and Listening                                    |          |          |          |          |          |  |
| Reading and Viewing                                       |          |          |          |          |          |  |
| Writing   |          |          |          |          |          |  |

The three dots for each stage would be positioned within the box, not crossing over lines, as per the example below. A score of S0.2 would generate the middle dot, S0.1 the dot to the left and S0.3 the dot to the right.

### Years 7-10

| Achievement in learning English as an additional language | Stage SL | Stage S1 | Stage S2 | Stage S3 | Stage S4 |  |
|---|----------|----------|----------|----------|----------|--|
| Speaking and Listening                                    | ● ● ●    |          |          |          |          |  |

In the above example, there is a shaded band at the right hand end of the graphic to indicate the end of the EAL stages. The legend needs to explain that this indicates that students reaching this point will move to being assessed against the English standards in the next phase of reporting - see the Student Reports website for sample EAL reports.

The graphic could allow for hollow 'progress' dots to be produced after twelve months of study of EAL. Note that hollow dots for EAL would not carry over to English (ie when the student moves from EAL to English there would be no hollow dots until their third semester of study of English). They would also not carry over from one band of stages to another (e.g. if the student moves from the Prep to 2 to the 3-6 band of stages).

The software needs to allow for teacher scores to be uploaded to CASES 21 each semester to generate 12 month hollow progression dots/or other graphic, and for reporting to the system.

### **2.5.1 Legend for EAL page**

A legend may be customised to meet the school's requirements.

### **2.5.2 Written Comments**

Text boxes used for written comments should be expandable and could include the following headings:

- What 'Student Name' has achieved
- Areas for improvement/future learning
- The school will do the following to support 'Student Name' in 'his/her' learning
- What you can do at home to help 'Student Name's' progress
- Teacher comment
- Student comment
- Attendance
- Parent comment.

### **2.5.3 EAL report samples**

Sample EAL report samples are available on the Department's website at:  
[www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealreport.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealreport.aspx)

## **2.6 Further Requirements**

### **2.6.1 Printing**

It is a school decision whether the report should be in a format able to be printed.



## 2.7 Exporting Student Data to CASES21

### 2.7.1 Send data to CASES21

Student achievement data will be 'Imported' into CASES21 using the process which is detailed on the software vendors page of the Student Reports website.

This is a description of the CASES21 file.

Any updates to this file will be noted on the website.

### 2.7.2 PRS212 Student Results

| PRS212 Message                                   |   |
|--|---|
| <b>Function/s Supported</b>                      | 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  |

Sample files for 'exporting from' and 'importing to' CASES21, for Victorian Curriculum and AusVELS, will be published on the [Student Reporting website](#).

Vendors will be advised when sample files for 2016 are available.

Please refer to the Student Reporting website for the most recent version number.

### 3 Commercial use

For any commercial use of AusVELS or 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](#).

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### 4 Supporting Documentation

#### 4.1 Glossary of Terms

| Term                 | Description   |
|----------------------|---|
| AusVELS              | AusVELS is 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).                          |
| Victorian Curriculum | The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. Schools may begin to implement the Victorian Curriculum in 2016, but it is mandatory from 2017. |
| CASES21              | <b>Computerised Administrative System Environment in Schools</b> - CASES21 is the school administration computer system. This is used to record student achievement data.   |
| Curriculum areas     | Distinct bodies of knowledge, understandings and skills within a curriculum framework. Under the AusVELS known as <b>Domain</b> . In the Victorian Curriculum, includes <b>Learning Areas</b> and <b>Capabilities</b> .   |
| Modes                | In the subject English, there are three modes: Reading and Viewing, Writing, Speaking and Listening which will be reported against.   |
| Strands              | Key organising elements within each curriculum area. Under the AusVELS, known as 'Dimension'.   |
| Scores               | Numbers that are entered into third party software packages that assess student achievement against the standards.  |
| 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  |

|          |  |
|----------|--|
|          | <p>into language learning across F–10. Under the AusVELS known as ‘Pathways’.</p> <p>There are two possible learning sequences:</p> <ul style="list-style-type: none"> <li>• <b>F–10 sequence</b> for students who begin to learn the language in primary school and continue to Year 10.</li> <li>• <b>7–10 sequence</b> for students who begin to learn the language in Year 7.</li> </ul>   |
| Pathways | <p><b>For Chinese only</b>, pathways are provided for three learner groups: Second Language Learners, Background Language Learners and First Language Learners.</p> <p>The types of learner are:</p> <ul style="list-style-type: none"> <li>• <b>Second Language Learner</b><br/>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.</li> <li>• <b>Background Language Learner</b><br/>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.</li> <li>• <b>First Language Learner (7–10 sequence only)</b><br/>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.</li> </ul> <p>For further information refer to the Chinese curriculum at:<br/> <a href="http://victoriancurriculum.vcaa.vic.edu.au">http://victoriancurriculum.vcaa.vic.edu.au</a>.</p> |

## 4.2 Curriculum Areas, Curriculums, Strands & Scores for Victorian Curriculum and EAL

### Victorian Curriculum F-10 Curriculum Area / Strand Codes

| Curriculum Area Code  |                               | Curriculum Area                | Strand                                | Unique Strand Reporting Code | Scoring Range |
|---|-------------------------------|--------------------------------|---------------------------------------|------------------------------|---------------|
| VCCCT   | Capabilities                  | Critical and Creative Thinking | Meta-Cognition                        | VCCCTM                       | -4 to 10.5    |
| VCCCT   | Capabilities                  | Critical and Creative Thinking | Questions and Possibilities           | VCCCTQ                       | -4 to 10.5    |
| VCCCT   | Capabilities                  | Critical and Creative Thinking | Reasoning                             | VCCCTR                       | -4 to 10.5    |
| VCEC  | Capabilities                  | Ethical Capability             | Decision Making and Actions           | VCECD                        | 0 to 10.5     |
| VCEC  | Capabilities                  | Ethical Capability             | Understanding Concepts                | VCECU                        | 0 to 10.5     |
| VCIC  | Capabilities                  | Intercultural Capability       | Cultural Practices                    | VCICCP                       | 0 to 10.5     |
| VCIC  | Capabilities                  | Intercultural Capability       | Cultural Diversity                    | VCICCD                       | 0 to 10.5     |
| VCPSC   | Capabilities                  | Personal and Social Capability | Self-Awareness and Management         | VCPSCSE                      | -4 to 10.5    |
| VCPSC   | Capabilities                  | Personal and Social Capability | Social Awareness and Management       | VCPSCSO                      | -4 to 10.5    |
| VCE   | English                       | English                        | Reading and Viewing                   | VCERV                        | -4 to 10.5    |
| VCE   | English                       | English                        | Writing                               | VCEW                         | -4 to 10.5    |
| VCE   | English                       | English                        | Speaking and Listening                | VCESL                        | -4 to 10.5    |
| VCHPE   | Health and Physical Education | Health and Physical Education  | Movement and Physical Activity        | VCHPEM                       | -4 to 10.5    |
| VCHPE   | Health and Physical Education | Health and Physical Education  | Personal, Social and Community Health | VCHPEP                       | -4 to 10.5    |
| Languages Strand Codes are listed in the accompanying table: <a href="#">Victorian Curriculum F-10 Languages Strand Codes</a> |                               |                                |                                       |                              |               |
| VCM   | Mathematics                   | Mathematics                    | Measurement and Geometry              | VCMMG                        | -4 to 10.5    |

|       |              |                         |                             |               |            |
|-------|--------------|-------------------------|-----------------------------|---------------|------------|
| VCM   | Mathematics  | Mathematics             | Number and Algebra          | <b>VCMNA</b>  | -4 to 10.5 |
| VCM   | Mathematics  | Mathematics             | Statistics and Probability  | <b>VCMSP</b>  | -4 to 10.5 |
| VCS   | Science      | Science                 | Science Inquiry Skills      | <b>VCSIS</b>  | -4 to 10.5 |
| VCS   | Science      | Science                 | Science Understanding       | <b>VCSSU</b>  | -4 to 10.5 |
| VCDS  | Technologies | Design and Technologies | Creating Designed Solutions | <b>VCDSCD</b> | -4 to 10.5 |
| VCDS  | Technologies | Design and Technologies | Technologies and Society    | <b>VCDSTS</b> | -4 to 10.5 |
| VCDS  | Technologies | Design and Technologies | Technologies Contexts       | <b>VCDSTC</b> | -4 to 10.5 |
| VCDT  | Technologies | Digital Technologies    | Creating Digital Solutions  | <b>VCDTCD</b> | -4 to 10.5 |
| VCDT  | Technologies | Digital Technologies    | Data and Information        | <b>VCDTDI</b> | -4 to 10.5 |
| VCDT  | Technologies | Digital Technologies    | Digital Systems             | <b>VCDTDS</b> | -4 to 10.5 |
| VCADA | The Arts     | Dance                   | Dance Practices             | <b>VCADAD</b> | -4 to 10.5 |
| VCADA | The Arts     | Dance                   | Explore and Express Ideas   | <b>VCADAE</b> | -4 to 10.5 |
| VCADA | The Arts     | Dance                   | Present and Perform         | <b>VCADAP</b> | -4 to 10.5 |
| VCADA | The Arts     | Dance                   | Respond and Interpret       | <b>VCADAR</b> | -4 to 10.5 |
| VCADR | The Arts     | Drama                   | Drama Practices             | <b>VCADRD</b> | -4 to 10.5 |
| VCADR | The Arts     | Drama                   | Explore and Express Ideas   | <b>VCADRE</b> | -4 to 10.5 |
| VCADR | The Arts     | Drama                   | Present and Perform         | <b>VCADRP</b> | -4 to 10.5 |
| VCADR | The Arts     | Drama                   | Respond and Interpret       | <b>VCADRR</b> | -4 to 10.5 |
| VCAMA | The Arts     | Media Arts              | Explore and Represent Ideas | <b>VCAMAE</b> | -4 to 10.5 |
| VCAMA | The Arts     | Media Arts              | Media Arts Practices        | <b>VCAMAM</b> | -4 to 10.5 |
| VCAMA | The Arts     | Media Arts              | Present and Perform         | <b>VCAMAP</b> | -4 to 10.5 |
| VCAMA | The Arts     | Media Arts              | Respond and Interpret       | <b>VCAMAR</b> | -4 to 10.5 |
| VCAMU | The Arts     | Music                   | Explore and Express Ideas   | <b>VCAMUE</b> | -4 to 10.5 |
| VCAMU | The Arts     | Music                   | Music Practices             | <b>VCAMUM</b> | -4 to 10.5 |

|        |                |                             |  |                |            |
|--------|----------------|-----------------------------|--|----------------|------------|
| VCAMU  | The Arts       | Music                       | Present and Perform                                | <b>VCAMUP</b>  | -4 to 10.5 |
| VCAMU  | The Arts       | Music                       | Respond and Interpret                              | <b>VCAMUR</b>  | -4 to 10.5 |
| VCAVA  | The Arts       | Visual Arts                 | Explore and Express Ideas                          | <b>VCAVAE</b>  | -4 to 10.5 |
| VCAVA  | The Arts       | Visual Arts                 | Present and Perform                                | <b>VCAVAP</b>  | -4 to 10.5 |
| VCAVA  | The Arts       | Visual Arts                 | Respond and Interpret                              | <b>VCAVAR</b>  | -4 to 10.5 |
| VCAVA  | The Arts       | Visual Arts                 | Visual Arts Practices                              | <b>VCAVAV</b>  | -4 to 10.5 |
| VCAVCD | The Arts       | Visual Communication Design | Explore and Represent Ideas                        | <b>VCAVCDE</b> | -4 to 10.5 |
| VCAVCD | The Arts       | Visual Communication Design | Present and Perform                                | <b>VCAVCDP</b> | -4 to 10.5 |
| VCAVCD | The Arts       | Visual Communication Design | Respond and Interpret                              | <b>VCAVCDR</b> | -4 to 10.5 |
| VCAVCD | The Arts       | Visual Communication Design | Visual Communication Design Practices              | <b>VCAVCDV</b> | -4 to 10.5 |
| VCCC   | The Humanities | Civics and Citizenship      | Citizenship, Diversity and Identity                | <b>VCCCC</b>   | -4 to 10.5 |
| VCCC   | The Humanities | Civics and Citizenship      | Government and Democracy                           | <b>VCCCG</b>   | -4 to 10.5 |
| VCCC   | The Humanities | Civics and Citizenship      | Laws and Citizens                                  | <b>VCCCL</b>   | -4 to 10.5 |
| VCEB   | The Humanities | Economics and Business      | Consumer and Financial Literacy                    | <b>VCEBC</b>   | -4 to 10.5 |
| VCEB   | The Humanities | Economics and Business      | Economic and Business Reasoning and Interpretation | <b>VCEBE</b>   | -4 to 10.5 |
| VCEB   | The Humanities | Economics and Business      | Enterprising Behaviours and Capabilities           | <b>VCEBN</b>   | -4 to 10.5 |
| VCEB   | The Humanities | Economics and Business      | Resource Allocation and Making Choices             | <b>VCEBR</b>   | -4 to 10.5 |
| VCEB   | The Humanities | Economics and Business      | The Business Environment                           | <b>VCEBB</b>   | -4 to 10.5 |
| VCEB   | The Humanities | Economics and Business      | Work and Work Futures                              | <b>VCEBW</b>   | -4 to 10.5 |
| VCG    | The Humanities | Geography                   | Geographical Concepts and Skills                   | <b>VCGGC</b>   | -4 to 10.5 |
| VCG    | The Humanities | Geography                   | Geographical Knowledge                             | <b>VCGGK</b>   | -4 to 10.5 |
| VCH    | The Humanities | History                     | Historical Concepts and Skills                     | <b>VCHHC</b>   | -4 to 10.5 |
| VCH    | The Humanities | History                     | Historical Knowledge                               | <b>VCHHK</b>   | -4 to 10.5 |

## Victorian Curriculum F-10 Languages Strand Codes

| Curriculum Area Code |           | Curriculum Area | Sequence | Pathway                      | Strand        | Unique Strand Reporting Code | Scoring Range |
|----------------------|-----------|-----------------|----------|------------------------------|---------------|------------------------------|---------------|
| VCAR                 | Languages | Arabic          | F-10     |                              | Communicating | <b>VCARC1</b>                | 0 to 10.5     |
| VCAR                 | Languages | Arabic          | 7-10     |                              | Communicating | <b>VCARC2</b>                | 0 to 10.5     |
| VCAR                 | Languages | Arabic          | F-10     |                              | Understanding | <b>VCARU1</b>                | 0 to 10.5     |
| VCAR                 | Languages | Arabic          | 7-10     |                              | Understanding | <b>VCARU2</b>                | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | F-10     | Second Language Learners     | Communicating | <b>VCZHCS1</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | 7-10     | Second Language Learners     | Communicating | <b>VCZHCS2</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | F-10     | Second Language Learners     | Understanding | <b>VCZHUS1</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | 7-10     | Second Language Learners     | Understanding | <b>VCZHUS2</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | F-10     | Background Language Learners | Communicating | <b>VCZHCB1</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | 7-10     | Background Language Learners | Communicating | <b>VCZHCB2</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | F-10     | Background Language Learners | Understanding | <b>VCZHUB1</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | 7-10     | Background Language Learners | Understanding | <b>VCZHUB2</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | 7-10     | First Language Learners      | Communicating | <b>VCZHUF1</b>               | 0 to 10.5     |
| VCZH                 | Languages | Chinese         | 7-10     | First Language Learners      | Understanding | <b>VCZHUF2</b>               | 0 to 10.5     |
| VCFR                 | Languages | French          | F-10     |                              | Communicating | <b>VCFRC1</b>                | 0 to 10.5     |
| VCFR                 | Languages | French          | 7-10     |                              | Communicating | <b>VCFRC2</b>                | 0 to 10.5     |
| VCFR                 | Languages | French          | F-10     |                              | Understanding | <b>VCFRU1</b>                | 0 to 10.5     |
| VCFR                 | Languages | French          | 7-10     |                              | Understanding | <b>VCFRU2</b>                | 0 to 10.5     |
| VCDE                 | Languages | German          | F-10     |                              | Communicating | <b>VCDEC1</b>                | 0 to 10.5     |

|      |           |              |      |  |               |               |           |
|------|-----------|--------------|------|--|---------------|---------------|-----------|
| VCDE | Languages | German       | 7-10 |  | Communicating | <b>VCDEC2</b> | 0 to 10.5 |
| VCDE | Languages | German       | F-10 |  | Understanding | <b>VCDEU1</b> | 0 to 10.5 |
| VCDE | Languages | German       | 7-10 |  | Understanding | <b>VCDEU2</b> | 0 to 10.5 |
| VCHI | Languages | Hindi        | F-10 |  | Communicating | <b>VCHIC1</b> | 0 to 10.5 |
| VCHI | Languages | Hindi        | 7-10 |  | Communicating | <b>VCHIC2</b> | 0 to 10.5 |
| VCHI | Languages | Hindi        | F-10 |  | Understanding | <b>VCHIU1</b> | 0 to 10.5 |
| VCHI | Languages | Hindi        | 7-10 |  | Understanding | <b>VCHIU2</b> | 0 to 10.5 |
| VCID | Languages | Indonesian   | F-10 |  | Communicating | <b>VCIDC1</b> | 0 to 10.5 |
| VCID | Languages | Indonesian   | 7-10 |  | Communicating | <b>VCIDC2</b> | 0 to 10.5 |
| VCID | Languages | Indonesian   | F-10 |  | Understanding | <b>VCIDU1</b> | 0 to 10.5 |
| VCID | Languages | Indonesian   | 7-10 |  | Understanding | <b>VCIDU2</b> | 0 to 10.5 |
| VCIT | Languages | Italian      | F-10 |  | Communicating | <b>VCITC1</b> | 0 to 10.5 |
| VCIT | Languages | Italian      | 7-10 |  | Communicating | <b>VCITC2</b> | 0 to 10.5 |
| VCIT | Languages | Italian      | F-10 |  | Understanding | <b>VCITU1</b> | 0 to 10.5 |
| VCIT | Languages | Italian      | 7-10 |  | Understanding | <b>VCITU2</b> | 0 to 10.5 |
| VCJA | Languages | Japanese     | F-10 |  | Communicating | <b>VCJAC1</b> | 0 to 10.5 |
| VCJA | Languages | Japanese     | 7-10 |  | Communicating | <b>VCJAC2</b> | 0 to 10.5 |
| VCJA | Languages | Japanese     | F-10 |  | Understanding | <b>VCJAU1</b> | 0 to 10.5 |
| VCJA | Languages | Japanese     | 7-10 |  | Understanding | <b>VCJAU2</b> | 0 to 10.5 |
| VCKO | Languages | Korean       | F-10 |  | Communicating | <b>VCKOC1</b> | 0 to 10.5 |
| VCKO | Languages | Korean       | 7-10 |  | Communicating | <b>VCKOC2</b> | 0 to 10.5 |
| VCKO | Languages | Korean       | F-10 |  | Understanding | <b>VCKOU1</b> | 0 to 10.5 |
| VCKO | Languages | Korean       | 7-10 |  | Understanding | <b>VCKOU2</b> | 0 to 10.5 |
| VCEL | Languages | Modern Greek | F-10 |  | Communicating | <b>VCELC1</b> | 0 to 10.5 |
| VCEL | Languages | Modern Greek | 7-10 |  | Communicating | <b>VCELC2</b> | 0 to 10.5 |



|      |           |                              |      |  |               |               |           |
|------|-----------|------------------------------|------|--|---------------|---------------|-----------|
| VCEL | Languages | Modern Greek                 | F-10 |  | Understanding | <b>VCELU1</b> | 0 to 10.5 |
| VCEL | Languages | Modern Greek                 | 7-10 |  | Understanding | <b>VCELU2</b> | 0 to 10.5 |
| VCNR | Languages | Non-Roman Alphabet Languages | F-10 |  | Communicating | <b>VCNRC1</b> | 0 to 10.5 |
| VCNR | Languages | Non-Roman Alphabet Languages | 7-10 |  | Communicating | <b>VCNRC2</b> | 0 to 10.5 |
| VCNR | Languages | Non-Roman Alphabet Languages | F-10 |  | Understanding | <b>VCNRU1</b> | 0 to 10.5 |
| VCNR | Languages | Non-Roman Alphabet Languages | 7-10 |  | Understanding | <b>VCNRU2</b> | 0 to 10.5 |
| VCRA | Languages | Roman Alphabet Languages     | F-10 |  | Communicating | <b>VCRA1</b>  | 0 to 10.5 |
| VCRA | Languages | Roman Alphabet Languages     | 7-10 |  | Communicating | <b>VCRA2</b>  | 0 to 10.5 |
| VCRA | Languages | Roman Alphabet Languages     | F-10 |  | Understanding | <b>VCRAU1</b> | 0 to 10.5 |
| VCRA | Languages | Roman Alphabet Languages     | 7-10 |  | Understanding | <b>VCRAU2</b> | 0 to 10.5 |
| VCES | Languages | Spanish                      | F-10 |  | Communicating | <b>VCESC1</b> | 0 to 10.5 |
| VCES | Languages | Spanish                      | 7-10 |  | Communicating | <b>VCESC2</b> | 0 to 10.5 |
| VCES | Languages | Spanish                      | F-10 |  | Understanding | <b>VCESU1</b> | 0 to 10.5 |
| VCES | Languages | Spanish                      | 7-10 |  | Understanding | <b>VCESU2</b> | 0 to 10.5 |
| VCTR | Languages | Turkish                      | F-10 |  | Communicating | <b>VCTRC1</b> | 0 to 10.5 |
| VCTR | Languages | Turkish                      | 7-10 |  | Communicating | <b>VCTRC2</b> | 0 to 10.5 |
| VCTR | Languages | Turkish                      | F-10 |  | Understanding | <b>VCTRU1</b> | 0 to 10.5 |
| VCTR | Languages | Turkish                      | 7-10 |  | Understanding | <b>VCTRU2</b> | 0 to 10.5 |
| VCVI | Languages | Vietnamese                   | F-10 |  | Communicating | <b>VCVIC1</b> | 0 to 10.5 |
| VCVI | Languages | Vietnamese                   | 7-10 |  | Communicating | <b>VCVIC2</b> | 0 to 10.5 |
| VCVI | Languages | Vietnamese                   | F-10 |  | Understanding | <b>VCVIU1</b> | 0 to 10.5 |
| VCVI | Languages | Vietnamese                   | 7-10 |  | Understanding | <b>VCVIU2</b> | 0 to 10.5 |

### EAL scores (unchanged)

| Dimension     | Domain | Description                        | Min Score | Max Score |
|---------------|--------|------------------------------------|-----------|-----------|
| <b>ESAREA</b> | ESA    | EAL Stage A Reading and Viewing    | 0         | 1.75      |
| <b>ESASPL</b> | ESA    | EAL Stage A Speaking and Listening | 0         | 1.75      |
| <b>ESAWRI</b> | ESA    | EAL Stage A Writing                | 0         | 1.75      |
| <b>ESBREA</b> | ESB    | EAL Stage B Reading and Viewing    | 0         | 3.25      |
| <b>ESBSPL</b> | ESB    | EAL Stage B Speaking and Listening | 0         | 3.25      |
| <b>ESBWRI</b> | ESB    | EAL Stage B Writing                | 0         | 3.25      |
| <b>ESSREA</b> | ESS    | EAL Stage S Reading and Viewing    | 0         | 4         |
| <b>ESSSPL</b> | ESS    | EAL Stage S Speaking and Listening | 0         | 4         |
| <b>ESSWRI</b> | ESS    | EAL Stage S Writing                | 0         | 4         |

### 4.3 Victorian Curriculum terminology

|                               | Curriculum Area                | Strand                          |
|-------------------------------|--------------------------------|---------------------------------|
| Capabilities                  | Critical and Creative Thinking | Meta-Cognition                  |
| Capabilities                  | Critical and Creative Thinking | Questions and Possibilities     |
| Capabilities                  | Critical and Creative Thinking | Reasoning                       |
| Capabilities                  | Ethical Capability             | Decision Making and Actions     |
| Capabilities                  | Ethical Capability             | Understanding Concepts          |
| Capabilities                  | Intercultural Capability       | Cultural Practices              |
| Capabilities                  | Intercultural Capability       | Cultural Diversity              |
| Capabilities                  | Personal and Social Capability | Self-Awareness and Management   |
| Capabilities                  | Personal and Social Capability | Social Awareness and Management |
| English                       | English                        | Reading and Viewing             |
| English                       | English                        | Writing                         |
| English                       | English                        | Speaking and Listening          |
| Health and Physical Education | Health and Physical Education  | Movement and Physical Activity  |

|                               |                               |                                       |
|-------------------------------|-------------------------------|---------------------------------------|
| Health and Physical Education | Health and Physical Education | Personal, Social and Community Health |
| Languages                     | Arabic                        | Communicating                         |
| Languages                     | Arabic                        | Understanding                         |
| Languages                     | Chinese                       | Communicating                         |
| Languages                     | Chinese                       | Understanding                         |
| Languages                     | French                        | Communicating                         |
| Languages                     | French                        | Understanding                         |
| Languages                     | German                        | Communicating                         |
| Languages                     | German                        | Understanding                         |
| Languages                     | Hindi                         | Communicating                         |
| Languages                     | Hindi                         | Understanding                         |
| Languages                     | Indonesian                    | Communicating                         |
| Languages                     | Indonesian                    | Understanding                         |
| Languages                     | Italian                       | Communicating                         |
| Languages                     | Italian                       | Understanding                         |
| Languages                     | Japanese                      | Communicating                         |
| Languages                     | Japanese                      | Understanding                         |
| Languages                     | Korean                        | Communicating                         |
| Languages                     | Korean                        | Understanding                         |
| Languages                     | Modern Greek                  | Communicating                         |
| Languages                     | Modern Greek                  | Understanding                         |
| Languages                     | Non-Roman Alphabet Languages  | Communicating                         |
| Languages                     | Non-Roman Alphabet Languages  | Understanding                         |
| Languages                     | Roman Alphabet Languages      | Communicating                         |
| Languages                     | Roman Alphabet Languages      | Understanding                         |
| Languages                     | Spanish                       | Communicating                         |
| Languages                     | Spanish                       | Understanding                         |

|              |                         |                             |
|--------------|-------------------------|-----------------------------|
| Languages    | Turkish                 | Communicating               |
| Languages    | Turkish                 | Understanding               |
| Languages    | Vietnamese              | Communicating               |
| Languages    | Vietnamese              | Understanding               |
| Mathematics  | Mathematics             | Measurement and Geometry    |
| Mathematics  | Mathematics             | Number and Algebra          |
| Mathematics  | Mathematics             | Statistics and Probability  |
| Science      | Science                 | Science Inquiry Skills      |
| Science      | Science                 | Science Understanding       |
| Technologies | Design and Technologies | Creating Designed Solutions |
| Technologies | Design and Technologies | Technologies and Society    |
| Technologies | Design and Technologies | Technologies Contexts       |
| Technologies | Digital Technologies    | Creating Digital Solutions  |
| Technologies | Digital Technologies    | Data and Information        |
| Technologies | Digital Technologies    | Digital Systems             |
| The Arts     | Dance                   | Dance Practices             |
| The Arts     | Dance                   | Explore and Express Ideas   |
| The Arts     | Dance                   | Present and Perform         |
| The Arts     | Dance                   | Respond and Interpret       |
| The Arts     | Drama                   | Drama Practices             |
| The Arts     | Drama                   | Explore and Express Ideas   |
| The Arts     | Drama                   | Present and Perform         |
| The Arts     | Drama                   | Respond and Interpret       |
| The Arts     | Media Arts              | Explore and Represent Ideas |
| The Arts     | Media Arts              | Media Arts Practices        |
| The Arts     | Media Arts              | Present and Perform         |
| The Arts     | Media Arts              | Respond and Interpret       |
| The Arts     | Music                   | Explore and Express Ideas   |
| The Arts     | Music                   | Music Practices             |

|                |                             |  |
|----------------|-----------------------------|--|
| The Arts       | Music                       | Present and Perform                                |
| The Arts       | Music                       | Respond and Interpret                              |
| The Arts       | Visual Arts                 | Explore and Express Ideas                          |
| The Arts       | Visual Arts                 | Present and Perform                                |
| The Arts       | Visual Arts                 | Respond and Interpret                              |
| The Arts       | Visual Arts                 | Visual Arts Practices                              |
| The Arts       | Visual Communication Design | Explore and Represent Ideas                        |
| The Arts       | Visual Communication Design | Present and Perform                                |
| The Arts       | Visual Communication Design | Respond and Interpret                              |
| The Arts       | Visual Communication Design | Visual Communication Design Practices              |
| The Humanities | Civics and Citizenship      | Citizenship, Diversity and Identity                |
| The Humanities | Civics and Citizenship      | Government and Democracy                           |
| The Humanities | Civics and Citizenship      | Laws and Citizens                                  |
| The Humanities | Economics and Business      | Consumer and Financial Literacy                    |
| The Humanities | Economics and Business      | Economic and Business Reasoning and Interpretation |
| The Humanities | Economics and Business      | Enterprising Behaviours and Capabilities           |
| The Humanities | Economics and Business      | Resource Allocation and Making Choices             |
| The Humanities | Economics and Business      | The Business Environment                           |
| The Humanities | Economics and Business      | Work and Work Futures                              |
| The Humanities | Geography                   | Geographical Concepts and Skills                   |
| The Humanities | Geography                   | Geographical Knowledge                             |
| The Humanities | History                     | Historical Concepts and Skills                     |
| The Humanities | History                     | Historical Knowledge                               |

The Victorian Curriculum can be found at <http://victoriancurriculum.vcaa.vic.edu.au/>.

#### 4.4 AusVELS terminology

| Strands                                | Domains                       | Dimensions   |
|--|-------------------------------|--|
| Physical, Personal and Social Learning | Health and Physical Education | Movement and physical activity<br>Health knowledge and promotion                                   |
| Physical, Personal and Social Learning | Interpersonal Development     | Building social relationships<br>Working in teams  |
| Physical, Personal and Social Learning | Personal Learning             | The individual learner<br>Managing personal learning   |
| Physical, Personal and Social Learning | Civics and Citizenship        | Civic knowledge and understanding<br>Community engagement  |
| Discipline-based Learning              | The Arts                      | Creating and making<br>Exploring and responding  |
| Discipline-based Learning              | English                       | Reading and Viewing<br>Writing<br>Speaking and listening<br>(note: these are referred to as modes) |
| Discipline-based Learning              | The Humanities (Economics)    | Economic knowledge and understanding<br>Economic reasoning and interpretation                      |
| Discipline-based Learning              | The Humanities (Geography)    | Geographical knowledge and understanding<br>Geospatial skills                                      |
| Discipline-based Learning              | The Humanities (History)      | Historical knowledge and understanding<br>Historical skills  |
| Discipline-based Learning              | Languages                     | Communicating in a language other than English<br>Intercultural knowledge and language awareness   |
| Discipline-based Learning              | Mathematics                   | Number and algebra<br>Measurement and geometry<br>Statistics and probability                       |

|                            |   |   |
|----------------------------|---|---|
| Discipline-based Learning  | Science   | Science understanding<br>Science as a human endeavour<br>Science inquiry skills             |
| Interdisciplinary Learning | Communication                                   | Listening, viewing and responding<br>Presenting   |
| Interdisciplinary Learning | Design, Creativity and Technology               | Investigating and designing<br>Producing<br>Analysing and evaluating                        |
| Interdisciplinary Learning | Information and Communications Technology (ICT) | ICT for visualising thinking<br>ICT for creating<br>ICT for communicating                   |
| Interdisciplinary Learning | Thinking Processes                              | Reasoning, processing and inquiry<br>Creativity<br>Reflection, evaluation and metacognition |

Table 1: The structure of the AusVELS

AusVELS can be found at <http://ausvels.vcaa.vic.edu.au/>

#### 4.5 Special Circumstances

A 'not applicable or NA' entry must be available for students who are not being assessed in any strand/curriculum area/ dimension due to special circumstances. This will identify the strand/curriculum area as not being reported for the relevant semester. **37**

Special circumstances are as follows:

1. **Exemption from a Curriculum Area/ Domain**, where the student, who has been identified as needing extra support, participates in an intensive intervention program instead of a curriculum area during the reporting period, e.g. Languages.
2. **Late Enrolment**, where the student was enrolled in the school towards or at the end of the reporting period.
3. **School Refusal**, where the student refused to attend school and engage with a student absence learning plan during the reporting period.
4. **Serious Illness**, where the student was seriously ill during the reporting period.
5. **Unapproved Extended Family Holiday**, where the student was on an unapproved extended family holiday and did not engage with a student absence learning plan during the reporting period.

#### 4.6 AusVELS dimension codes and scores 2016

| Domain/Subject Description    | KDOKEY | Dimension/<br>Strand Code | Dimension/Strand Description      | Min<br>Score | Max<br>Score |
|-------------------------------|--------|---------------------------|-----------------------------------|--------------|--------------|
| Health and Physical Education | HPE    | HPEPA                     | Movement and physical activity    | -4           | 11.5         |
| Health and Physical Education | HPE    | HPEKP                     | Health knowledge and promotion    | 2            | 11.5         |
| Interpersonal Development     | IPD    | IPDIP                     | Interpersonal development         | -4           | F            |
| Interpersonal Development     | IPD    | IPDSOC                    | Building social relationships     | F            | 11.5         |
| Interpersonal Development     | IPD    | IPDTEA                    | Working in teams                  | F            | 11.5         |
| Personal Learning             | PLE    | PLEIDV                    | The individual learner            | -4           | 11.5         |
| Personal Learning             | PLE    | PLEMPL                    | Managing personal learning        | -4           | 11.5         |
| Civics and Citizenship        | CCS    | CCSCKU                    | Civic knowledge and understanding | 2            | 11.5         |
| Civics and Citizenship        | CCS    | CCSCOE                    | Community engagement              | 2            | 11.5         |
| The Arts                      | ART    | ARTCR                     | Creating and making               | -4           | 11.5         |
| The Arts                      | ART    | ARTER                     | Exploring and responding          | -4           | 11.5         |
| English                       | ENG    | ENGREA                    | Reading and Viewing               | -4           | 11.5         |
| English                       | ENG    | ENGWRI                    | Writing                           | -4           | 11.5         |
| English                       | ENG    | ENGSP                     | Speaking and listening            | -4           | 11.5         |
| EAL – Stage A                 | ESA    | ESAREA                    | EAL – Reading and Viewing         | 0            | 1.75         |
| EAL – Stage A                 | ESA    | ESAWRI                    | EAL – Writing                     | 0            | 1.75         |
| EAL – Stage A                 | ESA    | ESASPL                    | EAL– Speaking and Listening       | 0            | 1.75         |
| EAL – Stage B                 | ESB    | ESBREA                    | EAL – Reading and Viewing         | 0            | 3.25         |
| EAL – Stage B                 | ESB    | ESBWRI                    | EAL – Writing                     | 0            | 3.25         |
| EAL – Stage B                 | ESB    | ESBSPL                    | EAL – Speaking and Listening      | 0            | 3.25         |



| Domain/Subject Description | KDOKEY | Dimension/<br>Strand Code | Dimension/Strand Description                                | Min<br>Score | Max<br>Score |
|----------------------------|--------|---------------------------|---|--------------|--------------|
| EAL – Stage S              | ESS    | ESSREA                    | EAL – Reading and Viewing                                   | 0            | 4            |
| EAL – Stage S              | ESS    | ESSWRI                    | EAL – Writing   | 0            | 4            |
| EAL – Stage S              | ESS    | ESSSPL                    | EAL – Speaking and Listening                                | 0            | 4            |
| Languages Pathway 1        | LO1    | LO1COM                    | Communicating in a LOTE (Pathway 1)                         | 4            | 11.5         |
| Languages Pathway 1        | LO1    | LO1ICK                    | Intercultural knowledge and language awareness (Pathway 1)  | 4            | 11.5         |
| Languages Pathway 2        | LO2    | LO2COM                    | Communicating in a LOTE (Pathway 2)                         | 6            | 11.5         |
| Languages Pathway 2        | LO2    | LO2ICK                    | Intercultural knowledge and language awareness. (Pathway 2) | 6            | 11.5         |
| The Humanities             | HUM    | HUMKU                     | Humanities knowledge and understanding                      | 2            | 4            |
| The Humanities             | HUM    | HUMSK                     | Humanities skills   | 2            | 4            |
| The Humanities - Economics | HEC    | HECKU                     | Economic knowledge and understanding                        | 4            | 11.5         |
| The Humanities - Economics | HEC    | HECRI                     | Economic reasoning and interpretation                       | 4            | 11.5         |
| The Humanities- Geography  | HGE    | HGEKU                     | Geographical knowledge and understanding                    | 4            | 11.5         |
| The Humanities - Geography | HGE    | HGEGS                     | Geospatial skills   | 4            | 11.5         |
| The Humanities - History   | HIST   | HISTKU                    | Historical knowledge and understanding                      | -4           | 11.5         |
| The Humanities - History   | HIST   | HISTSK                    | Historical skills   | -4           | 11.5         |
| Mathematics                | MAT    | MATNUM                    | Number and algebra  | -4           | 11.5         |
| Mathematics                | MAT    | MATMGE                    | Measurement and geometry                                    | -4           | 11.5         |
| Mathematics                | MAT    | MATSTP                    | Statistics and probability                                  | -4           | 11.5         |
| Science                    | SCI    | SCIUND                    | Science Understanding                                       | -4           | 11.5         |
| Science                    | SCI    | SCIHED                    | Science as a Human Endeavour                                | -4           | 11.5         |

| Domain/Subject Description                | KDOKEY | Dimension/<br>Strand Code | Dimension/Strand Description                                       | Min<br>Score | Max<br>Score |
|---|--------|---------------------------|--|--------------|--------------|
| Science                                   | SCI    | SCIISK                    | Science Inquiry Skills   | -4           | 11.5         |
| Information and Communications Technology | ICT    | ICTICT                    | Information and Communications Technology                          | F            | 2            |
| Information and Communications Technology | ICT    | ICTVT                     | Information and Communications Technology for visualising thinking | 2            | 11.5         |
| Information and Communications Technology | ICT    | ICTCR                     | Information and Communications Technology for creating             | 2            | 11.5         |
| Information and Communications Technology | ICT    | ICTCOM                    | ICT for communicating  | 2            | 11.5         |
| Thinking Processes                        | THI    | THIRPI                    | Reasoning, processing and inquiry                                  | 2            | 11.5         |
| Thinking Processes                        | THI    | THICR                     | Creativity   | 2            | 11.5         |
| Thinking Processes                        | THI    | THIREM                    | Reflection, evaluation and metacognition                           | 2            | 11.5         |
| Communication                             | COM    | COMLVR                    | Listening, viewing and responding                                  | 4            | 11.5         |
| Communication                             | COM    | COMPRE                    | Presenting   | 4            | 11.5         |
| Design, Creativity and Technology         | DCT    | DCTID                     | Investigating and designing  | 2            | 11.5         |
| Design, Creativity and Technology         | DCT    | DCTPRO                    | Producing  | 2            | 11.5         |
| Design, Creativity and Technology         | DCT    | DCTAE                     | Analysing and evaluating   | 2            | 11.5         |

#### 4.7 AusVELS Curriculum scores

| Level | A    | B    | C    | D    | Foundation  |             | 1   |             | 2   |             | 3   |             | 4   |             | 5   |             | 6   |             | 7   |             | 8   |             | 9   |             | 10  |              | Above standard for Level 10 |
|-------|------|------|------|------|-------------|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|--------------|-----------------------------|
|       |      |      |      |      |             | End Level F |     | End Level 1 |     | End Level 2 |     | End Level 3 |     | End Level 4 |     | End Level 5 |     | End Level 6 |     | End Level 7 |     | End Level 8 |     | End Level 9 |     | End Level 10 |                             |
| Score | -4.0 | -3.0 | -2.0 | -1.0 | 0.0*<br>0.5 | F           | F.5 | 1           | 1.5 | 2           | 2.5 | 3           | 3.5 | 4           | 4.5 | 5           | 5.5 | 6           | 6.5 | 7           | 7.5 | 8           | 8.5 | 9           | 9.5 | 10           | 10.5, 11, 11.5              |

#### 4.8 Victorian Curriculum scores

| Level | A    | B    | C    | D    | Foundation  |             | 1   |             | 2   |             | 3   |             | 4   |             | 5   |             | 6   |             | 7   |             | 8   |             | 9   |             | 10  |              | Above standard for Level 10 |
|-------|------|------|------|------|-------------|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|--------------|-----------------------------|
|       |      |      |      |      |             | End Level F |     | End Level 1 |     | End Level 2 |     | End Level 3 |     | End Level 4 |     | End Level 5 |     | End Level 6 |     | End Level 7 |     | End Level 8 |     | End Level 9 |     | End Level 10 |                             |
| Score | -4.0 | -3.0 | -2.0 | -1.0 | 0.0*<br>0.5 | F           | F.5 | 1           | 1.5 | 2           | 2.5 | 3           | 3.5 | 4           | 4.5 | 5           | 5.5 | 6           | 6.5 | 7           | 7.5 | 8           | 8.5 | 9           | 9.5 | 10           | 10.5                        |

\* Teachers are advised that the score 0.00 is the starting point on the continuum of learning for students. A 0.00 score would indicate that a student in Prep has made no progress during the reporting period.