

OVERVIEW

Student reporting provides a point in time description of student achievement, progress and growth. Learning occurs incrementally along the learning continuum however the rate and pace of learning is not fixed or constant. It is recognised that there may be plateaus and even setbacks as different children learn at different rates.

The curriculum is a developmental learning continuum with content and achievement standards organised by levels not years of schooling. This offers teachers the flexibility to tailor their teaching to provide rigorous, relevant and engaging learning opportunities for students, including those students with additional learning needs or a disability.

It is the fundamental role of teachers to enable students' progress along this continuum. Teachers are:

- required to make informed and consistent judgements about student progress against the achievement standards provided in the Victorian Curriculum for all learners.
- expected to make an overall, balanced, evidence-based and holistic judgement about where a student is located on the continuum of learning from Level A to Beyond Level 10.

Reporting To Parents

In accordance with the requirements for the reporting of student achievement to parents in English, Mathematics, Science and Health and Physical Education, schools will report student achievement against the achievement standards whenever a curriculum area is taught in the school's two-year teaching and learning program.

1. What are the requirements for reporting to parents vs reporting to the Department?

Student reports are issued to parents and carers, using a five point rating scale or equivalent to show student progress and achievement, at the time of reporting.

Schools provide the Department with a score based on the teacher judgement of each student's level of achievement against the curriculum areas taught during the reporting period. Scores are entered into CASES21 via the school's student reporting software package or via direct entry method (for use by smaller schools).

2. What curriculum areas must be reported on and how often?

Reporting reflects what has been taught. During the three broad stages of schooling, schools will focus on particular curriculum areas in their curriculum planning and provision. Whenever a curriculum area is taught student achievement is reported.

English and Mathematics: twice a year.

Science: at least once a year from Year 3 onwards, earlier if taught as part of the whole-school teaching and learning plan

Physical Education: twice a year.

Other curriculum areas, including Health: whenever taught within the two-year band of schooling in accordance with the whole-school teaching and learning plan.

3. The curriculum is organised into strands for each curriculum area so how do I report a student's achievement if there is only one achievement standard for the level?

The Victorian Curriculum is organised into:

- Strands - the key organising elements within each curriculum area.
- Content descriptions - the specific and discrete information identifying what teachers are expected to teach and students are expected to learn. Content descriptions are organised in strands.
- Achievement standards - the statements that describe what students are typically able to understand and do, and are the basis for reporting student achievement.

Each learning area and capability includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. Achievement standards have no additional organising structure and are to be addressed as a whole and not disaggregated for the purposes of reporting.

4. What are the reporting requirements for students with additional learning needs and students with disabilities? Are they different to other students?

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

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.

The Towards Foundation Level Victorian Curriculum (Levels A to D) provides curriculum content and standards that enables students to move toward the learning described at Foundation level.

5. Are the expectations for reporting Victorian Curriculum Languages the same as for AusVELS Languages?

All reporting is against the achievement standards specified within the Victorian Curriculum F-10 Languages or AusVELS Languages. 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.

In the Victorian Curriculum, for each Language, there are two sequences (F-10; 7-10) with curriculum and achievement

standards. In Chinese, each pathway has curriculum and achievement standards for each sequence. Teachers will report student achievement against the standards, whenever the Language is taught.

Student Report Formats

6. What information should be displayed on the report and how should it be displayed?

Victorian schools have the flexibility to determine the timing, frequency and format of reports in partnership with students, parents and the local community. Schools will determine how student progress and achievement and other information in the student report will be displayed – either as a written or a graphic representation.

Schools should have the capacity to report against both what has been taught and, where appropriate, against individual learning goals and targets. Setting of individual learning goals and targets is part of effective reporting to parents. Schools can commence this as soon as they are ready.

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).

7. Will samples of student reports be provided to schools?

Resources are under development and are being updated to support schools to develop high quality processes and practices for assessing and reporting student learning achievement against the Victorian Curriculum F-10.

VCAA will progressively publish student report samples during 2017. For further information see: [VCAA Curriculum planning and assessment](#).

Schools should discuss their needs with their third party software provider to develop suitable methods to display student progress and achievement.

Teacher Judgements

Teacher judgements will be based on evidence collected through the reporting period. Schools can report on a student's progress anywhere on the continuum between Level A to Beyond Level 10.

8. How much of the achievement standard does a student need to meet to say they have attained a level?

There is one achievement standard per level or band. Teachers will make a judgement based on evidence of achievement against the standards.

Reporting using the five point scale will enable schools to provide a greater level of detail to parents about their child's achievement and progress.

9. Can you report a student's achievement at different levels for different curriculum areas or modes/strands?

The focus for the purpose of reporting student achievement is on the extent to which a particular set of knowledge and skills has been demonstrated. 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.

Not all students will be expected to achieve the same level of attainment in all curriculum areas. Students' levels of achievement can also vary within curriculum areas, especially in the early stages of learning. For example, some students progress more quickly in learning oral language than reading in English.

10. There used to be progression point examples published to help me report student achievement. What do I use now?

Progression point examples were published for AusVELS as advisory support materials. They were provided to assist a teacher make an on balance judgement regarding student progress against the standard when the student was only part way through a curriculum area. Progression Points were indicative only and not to be used for reporting student achievement.

With the implementation of the new Victorian Curriculum these support materials have been replaced with 'indicative progress' templates for teachers to use during the curriculum planning phase. Indicative progress templates, and an annotated example for each curriculum area, can be accessed from VCAA curriculum area advice pages. See <http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/curriculum-area-advice.aspx>.

Assigning scores and ratings

Student reports reflect achievement at a point in time for each student's learning. Teachers should place a student against the position on the continuum that most accurately reflects the student's level of achievement against the achievement standards.

Scores are used by teachers when they make judgements against the standards for formal reporting to parents and DET. The year level of the student is not a factor in this process. The student's level of achievement demonstrated against the achievement standards is what is recorded.

Teachers enter numerical scores that accurately reflect the student's level of achievement against the achievement standards for all curriculum areas taught during the reporting period. Scores are entered into CASES21 via the school's

student reporting software package or via direct entry method (for use by smaller schools).

All students' achievement can be recorded using the scoring range **A to 11.0**. Using these scores will support the monitoring of progress along the learning continuum.

11. Why was the 0.0 score removed from the curriculum areas' scoring range?

The scoring range for the Victorian Curriculum no longer includes a score 0.0. The 0.0 score has been removed from the scoring range because it did not reflect the fact that learning growth had occurred during the reporting period.

12. What score do I use to report the level of achievement for a student who has not achieved 0.5 this semester?

The Victorian Curriculum consists of the A to D continuum and the F-10 continuum. The scoring range is conceived as a single continuum representing a more inclusive approach making the continuum seamless (Level D progressing to Level F) and fully integrated.

The Towards Foundation Levels A to D continuum is able to be used for students who are progressing towards achieving the Foundation – 10 curriculum achievement standards but who are not yet assessed as having reached 0.5 for this reporting period. Levels A-D should be used in this situation as they reflect the continuum of learning and are available for all students, including those students with additional learning needs or a disability.

13. What is a five-point scale and what does it do?

The five-point scale enables schools to provide a greater level of detail to parents about their child's achievement and progress.

It could be used to show:

- where the student is on the learning continuum
- the student's achievement and progress against the achievement standards
- how well the student has mastered a particular aspect of their learning
- the student's attitudes to learning/ work habits.

It can be in a form appropriate to the needs of the school and be in a written or a graphic representation. Descriptors in the key or legend should provide the explanation of the scale.

14. At our school we teach the capabilities in our Integrated Studies units which are taught by more than one teacher. How do we report each teacher's assessment of a student in Critical and Creative Thinking for example?

When learning areas and capabilities are formally assessed by more than one teacher the school's moderation process should be used to determine the level of achievement to be reported. Schools are advised to implement moderation and consensus strategies to enable teachers to discuss and agree on a

student's progress and determine a single score for the curriculum area for input to CASES21.

The FISO Curriculum planning and assessment improvement initiative focuses schools on improving ways to moderate assessments of students' learning to ensure they are based on consistent professional judgments and evaluate the impact on student learning. Schools are required to ensure there are opportunities available for regular teacher collaboration.

For reporting student achievement to the Department, only a single score will be accepted by CASES21. Rolling up of multiple scores by an algorithm applied by the third party software package does not support the intent of the Victorian Curriculum to accurately report a student's level of achievement against the achievement standards as determined by teachers' judgements.

15. The 2017 VC Lookup Matrix and the 2016 AusVELS algorithm are different. What has changed and why?

The Lookup Matrix is useful for determining an A-E rating for English, Mathematics and Science as these curriculum areas are reported against age-related expected levels. The use of the Lookup Matrix is not effective for reporting a rating for other curriculum areas.

Unit increments, critical to understanding and monitoring progress, are now consistently and uniformly applied across the scale. Student progress is incrementally the same across all levels. The Lookup Matrix enables:

- an A rating to be reported for students working 1.5 levels (18+ months) above age-related expected level
- a High and Low B to be reported ensuring that the unit increments, progressing from C to A, are consistently applied.

Reporting Achievement for Students with Personalised Learning and Support Planning

16. What are the teaching, learning and reporting requirements for students with disabilities?

Schools are required to report on the achievement of all students including those with additional learning needs or a disability 'without exception'.

That means schools can report on a student's progress anywhere on the continuum between Levels A to Level 10. For example, if a student is in Year Three the 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.

17. What do I report if a student only sometimes demonstrates a skill/knowledge?

Students need to demonstrate the skill consistently in different environments with different people, otherwise consider the achievement standard below. Look at levels either side and ascertain what areas they have strengths in and focus on the areas that are lower in order to bring their learning closer aligned.

18. Do students with disabilities have to learn a Language?

There are two sequences of learning for Languages curriculums: F-10 sequence and 7-10 sequence.

If students with disabilities are taught a Language then their achievement will be reported against the achievement standard they have best demonstrated their skills and understanding.

Reporting Achievement for Students for whom English is an Additional Language (EAL)

19. Is it possible for a student to be reported against an EAL achievement standard for one mode of English, and then against the AusVELS or Victorian Curriculum F-10 for the other modes?

If a teacher's assessment of an EAL student against the English achievement standards places the student well below their

peers, and the student still requires substantial support in learning English as an additional language, then teachers should continue to use the EAL standards.

It is not appropriate for an EAL student to be assessed against the English standards in one mode, such as Speaking and Listening, and the EAL standards in other modes. While the oral language proficiency of an EAL student may appear to correspond to that of their peers, as students progress through year levels, the demands of the curriculum become more complex, and these students can struggle to cope with the academic requirements of the English curriculum.

Once an EAL student has reached the 'at standard' level of their respective A, B or S Stage in all three modes of Speaking and listening, Reading and viewing and Writing, they can be transferred to the English AusVELS (or the Victorian Curriculum in 2017) for assessment and reporting purposes.

FURTHER ADVICE

[Student reporting Students with disabilities and additional learning needs](#)

www.education.vic.gov.au/school/teachers/support/Pages/studentreports.aspx
<http://victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners>

[English as an additional language reporting](#)

www.vcaa.vic.edu.au/Documents/viccurric/eal/EAL_companion_to_AusVELS.pdf

[Mandatory requirements for reporting to parents](#)

www.education.vic.gov.au/school/principals/spag/curriculum/Pages/reporting.aspx

[Victorian Curriculum F-10](#)

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

[VCAA Curriculum area advice](#)

<http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/curriculum-area-advice.aspx>

[VCAA Insight Assess Portal Education State](#)

www.insight.vic.edu.au/

[Framework for Improving Student Outcomes \(FISO\)](#)

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

<https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx>

Questions related to student reporting are welcome through the Student Reports mailbox at student.reports@edumail.vic.gov.au