

**VENDOR SOFTWARE SPECIFICATIONS**

***STUDENT REPORTS 2023***

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**Student Reports – Information for Software Developers**

# Introduction

**Victorian Curriculum**

The Victorian Curriculum F-10 is the curriculum for Victorian government and Catholic schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The Victorian Curriculum is structured as a developmental 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. It is the role of teachers to enable students’ progress along this continuum. Teachers make judgements about student learning and place a student on the continuum, accurately reflecting achievement against the **achievement standards**.

The Victorian Curriculum F-10 achievement standards are provided in levels or bands for all curriculum areas. Achievement standards are provided in four levels in the Towards Foundation Level Victorian Curriculum (Levels A to D) for all students progressing towards achieving the foundation level achievement standards, including students with additional learning needs, in curriculum areas that are practicable.

The [Victorian Curriculum F-10](http://victoriancurriculum.vcaa.vic.edu.au/) website provides information about the curriculum design and structure, and the content descriptions and achievement standards for all curriculum areas.

**Student Reports**

All Victorian government schools are required to provide a written student report, at least twice a year, to the parents/carers of each student enrolled at the school.

Student reports are designed to provide students, teachers and parents/carers with a clear and concise picture of student progress and achievement in Years Prep-10 against the Victorian Curriculum achievement standards. Reports should show where a student is on the learning continuum at the end of a specified period of schooling, and the progress they have made along that continuum in that time. Student reports use five-point scales to rate the quality of the student’s achievement and/or progress and can show where a student is in relation to the achievement of individual learning goals and dimensions.

**Purpose of this document**

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

These specifications should be read in conjunction with:

[Victorian Curriculum F-10](http://victoriancurriculum.vcaa.vic.edu.au/)

[Reporting Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy)

[Records Management - School Records](https://www2.education.vic.gov.au/pal/records-management/policy)

# Overview

## Student reporting requirements

The software package must provide schools with the ability to create a student report template that enable the following requirements:

* reporting of student achievement against the achievement standards specified within the Victorian Curriculum F-10
* reporting of student achievement for English as an Additional Language (EAL) against the achievement standards specified in the Victorian Curriculum F-10 EAL
* reporting of English and Mathematics twice a year against age-related expected levels of achievement, *except in specific instances of individual students where this has been determined by schools in partnership with parents to be unnecessary*
  + reporting against English or English as an Additional Language achievement standards set out in the three modes of Speaking and Listening, Reading and Viewing, and Writing
  + reporting against Mathematics achievement standards set out in the three strands of Measurement and Geometry, Number and Algebra, and Statistics and Probability
* reporting of Science, at least once a year from Year 3, against age-related expected levels of achievement, *except in specific instances of individual students where this has been determined by schools in partnership with parents to be unnecessary*
  + reporting against Science achievement standards prior to Year 3 is optional depending on the school’s learning program (if Science is part of the school’s learning program prior to Year 3, then it is reported on as it is taught)
* reporting of Health and Physical Education separately
  + Physical Education reported on at least twice yearly
  + Health Education reported on whenever the curriculum area is taught over a two-year band, in accordance with the school’s teaching and learning plan
* reporting of other learning areas and capabilities as they are taught in line with each individual school’s learning program and the minimum reporting requirements for each learning stage
* locating a student’s achievement on a continuum of learning for curriculum areas. This can be a written or graphical representation
* displaying progress in learning along a continuum that has occurred from the last time such achievement standards were reported against for that student. This can be a written or graphical representation
* reporting using at least one five-point scale for each curriculum area that has been determined by the school. In line with advice from the Department:
  + this requirement cannot be met by using the existing levels of the curriculum
  + at least an age-related five-point scale is required for English, Mathematics and Science
  + an age-related scale is not required for all other curriculum areas, including EAL, and for students with disability and/or additional needs. In these cases, another kind of five-point scale must be used (for example, a scale developed around learning goals, learning dimensions or expected progress)
  + more than one scale may be used for the same learning area or capability. For example, Science may include a scale against learning goals as well as the required age-related scale.

For more information and examples of five-point scales, visit [Reporting Student Achievement and Progress Foundation to 10 - Guidance tab: A five-point scale must be used when reporting](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-parents-and-carers-general-information).

The software package must also enable schools to include the following elements, as determined by the school community:

* a work habits assessment. This could be a comment, and/or a rating that indicates the student’s outcome accompanied by a legend box. See [Section 3.2 Data entry](#Dataentry)
* text boxes for the following elements, for schools to include at their 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.

If schools choose to provide disaggregated reports in areas of their own choice when reporting to parents/carers, the software package must enable this to be shown on the student report. This means that if schools would like to inform parents/cares about specific learning in a curriculum area, for example about a specific assessment task or project as a written form or mark, they are able to do so. Please note, the software provider must not enable reporting at the strand level (with the exception of English modes and Mathematics strands).

For the purposes of reporting student achievement data to the Department, there can only be ONE score for each curriculum area achievement standard (with the exception of English modes, Mathematics strands, and Health Education and Physical Education are reported on separately).

Schools must use the Unique Reporting Code to identify the curriculum area, for results to be accepted by CASES21.

## Student report format

The software must allow a school to customise the format of the student report to suit the school’s and individual student’s needs.

Schools can decide how information on the report is presented and communicated to parents/carers. For example, student’s levels of achievement and progress could be represented as a written statement or a graphic representation.

The software package must provide at least one student report template that enables a school to:

* insert their name and logo on the report template/s
* add text boxes, in addition to those outlined above
* reformat content on the pages as required
* print the reports.

## Reporting for students with additional learning needs or disabilities

Schools are required to report on the achievement of all students including those with additional learning needs or a disability 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. For students with personalised learning and support planning, learning progress will be reported against curriculum area achievement standards and/or against documented learning expectations as identified in their plan. That means schools can report on a student’s achievement anywhere on the continuum between Level A to Level 10.

When reporting the achievement and progress for students with a personalised learning and support plan, schools can:

* use the full student report format they have customised or components of it
* choose a different way of reporting progress that is better suited to the individual student’s needs, ensuring that all curriculum areas taught are reported on.

The software package must allow for schools to individualise reports to enable these individual reporting needs.

For assessment and reporting advice for students with disabilities, see [Reporting Student Achievement and Progress Foundation to 10 - Guidance tab: Reporting to parents and carers - students with a disability and/or additional learning need](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-achievement-parents-students-disability-additional-needs).

## Reporting for students learning English as an Additional Language (EAL)

Schools need to produce reports for students learning English as an Additional Language (EAL) showing achievement and progress in a format that is consistent with the reports for other curriculum areas.

### Victorian Curriculum F-10 EAL standards

Schools assess and report the achievement and progress of English as an Additional Language (EAL) leaners against the standards outlined in the Victorian Curriculum F-10 EAL.

The Victorian Curriculum F-10 EAL standards are organised into three broad pathways:

* Pathway A for Years Prep to 2
* Pathway B for Years 2 to 8
* Pathway C for Years 7 to 10.

*Note: As the pathways in the Victorian Curriculum F-10 EAL are not necessarily age-based, primary schools will require access to the Pathway C achievement standards and secondary schools will require access to the Pathway B achievement standards.*

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

* Speaking and Listening
* Reading and Viewing
* Writing

Pathway A – There are two A Levels, A1 and A2

Pathway B – There are four B Levels, BL, B1, B2 and B3

Pathway C – There are five C Levels, CL, C1, C2, C3 and C4

Schools can report the progress of EAL students against additional proficiency levels within these levels:

Pathway A

* Beginning A1 (A1.1), Consolidating A1 (A1.2), Achieved A1 (A1.3)
* Beginning A2 (A2.1), Consolidating A2 (A.2.2), Achieved A2 (A2.3)

Pathway B

* Beginning BL (BL.1), Consolidating BL (BL.2), Achieved BL (BL.3)
* Beginning B1 (B1.1), Consolidating B1 (B1.2), Achieved B1 (B1.3)
* Beginning B2 (B2.1), Consolidating B2 (B2.2), Achieved B2 (B2.3)
* Beginning B3 (B3.1), Consolidating B3 (B3.2), Achieved B3 (B3.3)

Pathway C

* Beginning CL (CL.1), Consolidating CL (CL.2), Achieved CL (CL.3)
* Beginning C1 (C1.1), Consolidating C1 (C1.2), Achieved C1 (C1.3)
* Beginning C2 (C2.1), Consolidating C2 (C2.2), Achieved C2 (C2.3)
* Beginning C3 (C3.1), Consolidating C3 (C3.2), Achieved C3 (C3.3)
* Beginning C4 (C4.1), Consolidating C4 (C4.2), Achieved C4 (C4.3)

The additional proficiency level descriptions i.e. ‘Beginning’, ‘Consolidating’ and ‘Achieved’ and the Scores (A1.1, A1.2, A1.3, A2.1…C3.3, C4.1, C4.2, C4.3) are to be included when reporting against the Victorian Curriculum F-10 EAL standards.

*Note: An age-related expected scale is required to be used for reporting against the achievement standards in English, Mathematics and Science. An age-related scale is* ***not*** *required for students assessed against the English as an Additional Language (EAL) achievement standards, however another five-point scale is required, such as against learning goals, learning dimensions or expected progress. For examples of five-point scales, see:* [*Reporting Student Achievement and Progress F-10 – Resources*](https://www2.education.vic.gov.au/pal/reporting-student-achievement/resources)*:* [*Five-point scale*](https://www.education.vic.gov.au/PAL/reporting-student-achievement-five-point-scale.docx)*.*

### Victorian Curriculum F-10 EAL standards

CASES21 will import (PRS211) and export (PRS212) EAL mode scores only (no translation). See [Section 6.10: Victorian Curriculum F-10 EAL standards](#Dataentry).

# Technical Details

## Software setup

Schools begin the reporting process by exporting student data from CASES21, as outlined in [Section 4: CASES21](#_CASES21_1).

The software must:

* provide a set-up program to enable schools to enter:
  + the curriculum areas being studied
  + the five-point scales to be used by the school
* allow schools to enter reporting period detail
* assist schools in sorting students by teacher, class, home group, subject/units of work/themes, school year
* enable import of the following student details from a CASES21 file:
  + Registration Number (unique number within CASES21 that identifies the student only within the school)
  + Campus
  + Student Key
  + Student Surname
  + First Name
  + Preferred Name
  + Home Group
  + School Year
  + Achievement Data from last assessment, if available
  + Absence data
* allow for students to be added individually
* allow schools to assign students and teachers to subject/units, curriculum areas, at class or school year level. A means of linking these is also required
* link Victorian Curriculum F-10 learning areas of English to modes and Mathematics to strands
* allow the reporting of Physical Education and Health Education separately
* allow a ‘not taught’ or ‘NT’ entry to indicate a curriculum area or mode/strand that is *not being taught* as part of the teaching and learning program for the relevant reporting period.

## Data entry

### Curriculum areas (learning areas and capabilities)

Each teacher must make a judgement of the student’s level of achievement against the achievement standards and determine a score for the curriculum area (learning areas and capabilities) achievement standard, with the exception of English (scores entered for modes), and Mathematics (scores entered for strands), and Health Education and Physical Education are reported on separately.

*Multiple score entry function*

**For reporting to parents/carers:**

When more than one teacher teaches the same curriculum area (learning areas and/or capabilities) to the student during the reporting period the software must enable multiple scores to be entered for the student’s achievement against the standards.

**For reporting to CASES21:**

The multiple scores must be converted by the software into a final single score for upload to CASES21. The software must offer the school the ability to confirm the final single score created by the software or override the score and enter a new score.

The scoring range for the curriculum areas is A-11.0. Scores must be entered, at each reporting period, using a value within the scoring range for the curriculum area. See [Section 6.8: Curriculum areas](#_Curriculum_areas) for Unique Reporting Codes and scoring range for each curriculum area.

To support the accurate reporting of the student’s achievement against the achievement standards for Physical Education and Health Education, the school’s teaching and learning plans (curriculum areas; year levels; units and lessons) must identify what is taught, assessed and reported on for Physical Education and separately identify what is taught, assessed and reported on for Health Education. Assessment tasks must be linked to relevant parts of the achievement standards, enabling teachers to make informed and consistent judgements about the student’s levels of achievement.

Physical Education and Health Education each have a Unique Reporting Code.

### Work habits

Teachers may also enter ratings for students’ work habits, as determined by the school, such as ‘Effort’, ‘Behaviour’, ‘Attitudes to Learning’.

### Special circumstances

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

* DNP-Low participation
* DNP-Exemption from Curriculum Area
* DNP-Absent without reasonable excuse
* DNP-Late enrolment
* DNP-Serious illness.

See [Section 6.11: Special circumstances](#_Special_Circumstances) for an explanation of the five special circumstances.

## Data validation

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

* allow the teacher to select only valid scores for each curriculum area or mode/strand level as per the scoring range outlined in [Section 6.8: Curriculum areas](#_Curriculum_Areas,_modes/strands,)**.** Reject all invalid entries using an appropriate user-friendly error message
* use unique reporting codes identified in [Section 6.8: Curriculum areas](#_Curriculum_Areas,_modes/strands,) to identify curriculum areas or modes/strands
* allow a ‘DNP’ entry for curriculum areas not being reported, including a drop-down list of special circumstances from which to select. See Section 3.2: Data entry
* allow an ‘NT’ entry for curriculum areas not being taught during the reporting period
* identify any curriculum area that does not have a score for the student’s level of achievement, a ‘DNP’ indicator or an ‘NT’ indicator, and flag it for follow-up.

## Student report customisation

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

### Student Summary Page

A student summary page will contain the following information:

* Student Name
* School Year and reporting period.

### Student Report Pages

Student report pages will contain the following information:

* Student Name
* School Year
* Reporting period
* Teacher name
* Date.

Optional headings and spaces must be included for the following:

* Teacher signature
* Student signature
* Parent signature.

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

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

### Representation of student progress

Student achievement progress between reporting periods for each curriculum area can be a graphical or written representation.

The Victorian Curriculum F-10 is a continuum. The Towards Foundation curriculum (Levels A to D) is a progression leading to the Foundation Level. Schools must be given the option to display this progression from Towards Foundation to Foundation seamlessly, enabling student progress to be accurately reflected at any point along the continuum.

When diagrams/tables are used to show student progress, the Towards Foundation Level to Foundation Level onwards must be able to be shown in one graphical representation.

### 

### Additional information

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

* information about the curriculum areas being studied. This information will be sourced from what the school has entered in ‘Student Report Setup’
* an explanation of the five-point scales (there will be at least two) that the school has chosen to use sourced from the school entered data in ‘Student Report Setup’.

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

## Software capability

The software program must be compatible with the Department’s Standard Operating Environment (SOE).

The Department’s SoE includes:

* Operating Systems
  + Windows 7 32-Bit
  + Windows 8 64-Bit
  + Windows 10 – 64-Bit
  + Apple Mac 10.10 or above
* Browsers
  + Internet Explorer 11 and above
  + Firefox
  + Microsoft Edge
  + Chrome
  + Safari
* Hardware
  + Desktops
  + Notebooks
  + iPads.

# CASES21

Student achievement data must be reported to the Department of Education twice yearly. Schools must upload data via CASES21 by the end of each semester – June and December.

Schools either record achievement data directly into CASES21 or use an import/export process through a commercial reporting software. The vendor must ensure that all student achievement data, for every curriculum area reported on in each school, is uploaded to CASES21 by the end of each semester.

The specific business systems requirements to enable the import and export of Victorian Curriculum F-10 report data to CASES21 are defined in the [CASES21 importing and exporting interface specifications](https://www.education.vic.gov.au/PAL/reporting-student-achievement-cases21-importing-exporting-specs.docx).

A step-by-step process for preparing student achievement data and sending summary results to the Department is provided in [CASES21 administrative guide chapter 23 ‘student achievement’](https://edugate.eduweb.vic.gov.au/Services/bussys/cases21/_layouts/15/WopiFrame2.aspx?sourcedoc=/Services/bussys/cases21/User%20Guides/C21%20ADMINISTRATION%20User%20Guides/Chapter%2023%20Student%20Achievement.docx&action=default) (staff login required).

## Exporting student data from CASES21

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

### PRS211 Students and Prior Results – description of CASES21 file

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

### 

### PRS213 Student Attendance – description of CASES21 file

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

## 

## Exporting student data to CASES21

The software must:

* Enable student achievement data to be uploaded to CASES21 using the process detailed on the Department Reporting Student Achievement and Progress foundation to 10 policy webpage. See [Reporting Student Achievement and Progress Foundation to 10 - Guidance tab: Reporting to the Department](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-department). Prepare only one correct score for each curriculum area/mode/strand achievement standard to be sent to CASES21.

### PRS212 Student Results – description of CASES21 file

| **PRS212 Message** | |
| --- | --- |
| **Function/s Supported** | PRS212 Student 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 |

# Commercial use

For any commercial use of the Victorian Curriculum F-10, requestors must seek permission by completing the form available on the [VCAA Copyright and Intellectual Property Notice](http://www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx) page and forwarding to the [VCAA Copyright Officer](mailto:vcaa.copyright@edumail.vic.gov.au).

# Essential Understandings

## Levels within the Victorian Curriculum

The Victorian Curriculum F–10 is structured as a continuum across levels of achievement, not years of schooling. The achievement standards are provided in levels or bands for all learning areas and capabilities.

Achievement standards are also provided in Towards Foundation Levels A to D for learning areas, with the exception of Visual Communication Design, Civics and Citizenship, Economics and Business and Languages. The capabilities of Critical and Creative Thinking and Personal and Social have achievement standards provided for Towards Foundation Levels A to D.

For further information about the placement of standards, see [Victorian Curriculum Foundation-10: Structure](http://victoriancurriculum.vcaa.vic.edu.au/static/docs/Victorian%20Curriculum%20structure.pdf).

## Structure of the achievement standards

The achievement standards are structured as holistic statements describing what students are able to understand and do. The achievement standards are the basis for reporting student achievement.

The achievement standards are not organised in strands, except for English (modes) and Mathematics (strands). See [Section 2.1: Student reporting requirements](#_Student_reporting_requirements) for the requirements for reporting these learning areas.

Teachers use the information provided in the achievement standard to determine a student’s placement on the continuum. There is a standard for:

* each mode in English for each level
* each strand in Mathematics for each level
* in every other curriculum area represented in bands covering two levels, and three levels in the foundation stage (Years Prep to 2).

As the achievement standards are structured as a holistic statement, teachers are asked to make holistic judgements, not a separate judgement based on each strand. The software must not enable this function.

## Frequency of reporting

Schools are required to report on student achievement against the Victorian Curriculum achievement standards for every student at least twice a year. Schools are responsible for determining the teaching and learning program which outlines when curriculum areas are covered. Schools can design their programs in two year teaching cycles.

It is essential that schools are able to report student achievement and progress whenever the curriculum area is taught and there is a suitable amount of evidence of achievement for teachers to make defensible and on-balance judgements against the standards.

## Use of algorithm for an age-related five-point scale

Schools are required to use five-point scales when reporting to parents/carers (please see section [2.1 Student Reporting Requirements](#_Student_reporting_requirements) for information on the five-point scale requirement for all curricuulm areas taught).

Schools do not have to use an A-E five-point scale for their age-related scale (for example, they could use worded descriptions). For schools using an A-E scale, an A-E algorithm (VC Lookup Matrix 2018) has been provided by the Department for vendors. The VC Lookup Matrix is available at [Reporting Student Achievement and Progress Foundation to 10 - Resources tab](https://www2.education.vic.gov.au/pal/reporting-student-achievement/resources).

## Historical data and breaking of data chain

If a curriculum area is being implemented for the first time as part of a school’s two year teaching and learning cycle, then software must break the data chain for those curriculum areas.

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

## Explaining requirements for reporting student achievement

When vendors provide student reporting guidance to schools, it must align with the Victorian Curriculum F-10 and the Department student reporting requirements.

Vendors must have a comprehensive understanding of the difference between how the curriculum area content is organised in strands and how curriculum area achievement standards are holistic. This information is found at [Reporting Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-department) and [Victorian Curriculum F-10](http://victoriancurriculum.vcaa.vic.edu.au/).

Vendors must ensure that correct terminology related to the Victorian Curriculum F-10 and reporting student achievement is used when communicating with schools. Vendors must not create their own terminology or use terms no longer in use (e.g. AusVELS terminology related to domains and dimensions) when providing advice, developing training materials or conducting training sessions with schools.

**The requirements contained in these Specifications must not be altered or adjusted.**

If vendors are unsure of the requirements for reporting student achievement they must contact the Department at [student.reports@education.vic.gov.au](mailto:%20student.reports@education.vic.gov.au).

## Glossary and correct use of terms

| **Term** | **Description** |
| --- | --- |
| Victorian Curriculum F-10 | The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The Victorian Curriculum F-10 includes the Towards Foundation A-D continuum. |
| AusVELS | AusVELS was the curriculum for Victorian schools until it was archived at the end of 2016. AusVELS EAL continued until 2020. From 2021, all schools must assess and report the achievement and progress of their EAL students against the standards outlined in the new Victorian Curriculum F-10 EAL. The AusVELS EAL Companion has now been archived. |
| CASES21 | **C**omputerised **A**dministrative **S**ystem **E**nvironment in **S**chools - CASES21 is the school administration computer system. |
| Curriculum areas | Distinct bodies of knowledge, understandings and skills within a curriculum framework. In the Victorian Curriculum F-10, includes **Learning Areas** and **Capabilities**. |
| Towards Foundation Level Victorian Curriculum (Levels A to D) | Curriculum content and achievement standards are provided in four levels for all students, including students with additional learning needs or a disability, that are working towards the learning described at Foundation level. |
| Modes | In the learning area of English, there are three modes: Reading and Viewing, Writing, and Speaking and Listening. |
| Strands | Key organising elements within each curriculum area. |
| Curriculum scores | Numbers/letters used to record teacher judgements of students’ levels of achievement against the achievement standards in CASES21.  For the purposes of reporting to parents/carers, the numbers enable a student’s progress along the continuum of learning to be displayed in a graphical representation. For English, Mathematics and Physical Education, a score can nominally equate to 6 months progression as these learning areas are reported biannually.  The curriculum scoring range for Foundation Level to Level 10 enables teachers to record in 0.5 increments  Curriculum scores must not be referred to as *progression points*. |
| Five-point scale | A graduated range of five discrete values (e.g. numbers, words, graphics) that rates the quality of a student’s achievement and/or progress against the achievement standards.  An explanation of the five-point scales, including a key, can be included in the student reports. |
| Ratings | Single words, short phrases, numbers, letters and graphical representations that indicate student progress e.g. effort, student behaviour. |
| Reporting period | Period of time between formal reporting to parents/carers. A school based decision that meets requirements of reporting to parents/carers at least twice a year. |
| Sequences | Sequences of learning is the term for the different entry points into language learning across F–10.  There are two learning sequences, each with its own curriculum:   * **F–10 sequence** for students who begin to learn the language in primary school and continue to Year 10. * **7-10 sequence** for students who begin to learn the language in Year 7. |
| Pathways | **For Chinese only,** pathways are provided for three learner groups: Second Language Learners, Background Language Learners and First Language Learners.  The three learner groups are:   * **Second Language Learner**   These students are introduced to learning Chinese at school as an additional, new language. The first language used before they start school and/or the language they use at home is not Chinese.   * **Background Language Learner**   These students may use Chinese at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the Chinese language. These students have a base for literacy development in the language.   * **First Language Learner (7–10 sequence only)**   These students are users of the Chinese language who have undertaken at least primary schooling in Chinese. They have had their primary socialisation as well as initial literacy development in the Chinese language and use it at home.  For further information refer to the Chinese curriculum on the [Victorian Curriculum F-10 website.](http://victoriancurriculum.vcaa.vic.edu.au/) |

## Curriculum areas

### Victorian Curriculum F-10

| **Curriculum Area** | **Achievement Standard** | **Unique Reporting**  **Code** | **Scoring**  **Range** |
| --- | --- | --- | --- |
| Critical and Creative Thinking | Critical and Creative Thinking | VCCCT | A to 11.0 |
| Ethical Capability | Ethical Capability | VCEC | 0.5 to 11.0 |
| Intercultural Capability | Intercultural Capability | VCIC | 0.5 to 11.0 |
| Personal and Social Capability | Personal and Social Capability | VCPSC | A to 11.0 |
| English | Reading and Viewing | VCERV | A to 11.0 |
| English | Writing | VCEW | A to 11.0 |
| English | Speaking and Listening | VCESL | A to 11.0 |
| Health and Physical Education | Physical Education | VCHPEPE | A to 11.0 |
| Health and Physical Education | Health Education | VCHPEH | A to 11.0 |
| Mathematics | Measurement and Geometry | VCMMG | A to 11.0 |
| Mathematics | Number and Algebra | VCMNA | A to 11.0 |
| Mathematics | Statistics and Probability | VCMSP | A to 11.0 |
| Science | Science | VCS | A to 11.0 |
| Technologies | Design and Technologies | VCDS | A to 11.0 |
| Technologies | Digital Technologies | VCDT | A to 11.0 |
| The Arts | Dance | VCADA | A to 11.0 |
| The Arts | Drama | VCADR | A to 11.0 |
| The Arts | Media Arts | VCAMA | A to 11.0 |
| The Arts | Music | VCAMU | A to 11.0 |
| The Arts | Visual Arts | VCAVA | A to 11.0 |
| The Arts | Visual Communication Design | VCAVCD | 6.5 to 11.0 |
| The Humanities | Civics and Citizenship | VCCC | 2.5 to 11.0 |
| The Humanities | Economics and Business | VCEB | 4.5 to 11.0 |
| The Humanities | Geography | VCG | A to 11.0 |
| The Humanities | History | VCH | A to 11.0 |

### Victorian Curriculum F-10 Languages

As the curriculums for the sequences in each Language are different, schools must ensure that the correct Unique Reporting Code is selected for the sequence being offered.

| **Curriculum Area** | **Sequence** | **Pathway** | **Unique Reporting**  **Code** | **Scoring**  **Range** |
| --- | --- | --- | --- | --- |
| Auslan | F-10 |  | VCLAU1 | 0.5 to 11.0 |
| Auslan | 7-10 |  | VCLAU2 | 6.5 to 11.0 |
| Arabic | F-10 |  | VCAR1 | 0.5 to 11.0 |
| Arabic | 7-10 |  | VCAR2 | 6.5 to 11.0 |
| Chinese | F-10 | Second Language Learners | VCZHS1 | 0.5 to 11.0 |
| Chinese | 7-10 | Second Language Learners | VCZHS2 | 6.5 to 11.0 |
| Chinese | F-10 | Background Language Learners | VCZHB1 | 0.5 to 11.0 |
| Chinese | 7-10 | Background Language Learners | VCZHB2 | 6.5 to 11.0 |
| Chinese | 7-10 | First Language Learners | VCZHF2 | 6.5 to 11.0 |
| Classical Languages | 7-10 |  | VCLCL | 6.5 to 11.0 |
| Classical Greek | 7-10 |  | VCLCG | 6.5 to 11.0 |
| French | F-10 |  | VCFR1 | 0.5 to 11.0 |
| French | 7-10 |  | VCFR2 | 6.5 to 11.0 |
| German | F-10 |  | VCDE1 | 0.5 to 11.0 |
| German | 7-10 |  | VCDE2 | 6.5 to 11.0 |
| Hindi | F-10 |  | VCHI1 | 0.5 to 11.0 |
| Hindi | 7-10 |  | VCHI2 | 6.5 to 11.0 |
| Indonesian | F-10 |  | VCID1 | 0.5 to 11.0 |
| Indonesian | 7-10 |  | VCID2 | 6.5 to 11.0 |
| Italian | F-10 |  | VCIT1 | 0.5 to 11.0 |
| Italian | 7-10 |  | VCIT2 | 6.5 to 11.0 |
| Japanese | F-10 |  | VCJA1 | 0.5 to 11.0 |
| Japanese | 7-10 |  | VCJA2 | 6.5 to 11.0 |
| Korean | F-10 |  | VCKO1 | 0.5 to 11.0 |
| Korean | 7-10 |  | VCKO2 | 6.5 to 11.0 |
| Latin | 7-10 |  | VCLLA | 6.5 to 11.0 |
| Modern Greek | F-10 |  | VCEL1 | 0.5 to 11.0 |
| Modern Greek | 7-10 |  | VCEL2 | 6.5 to 11.0 |
| Non-Roman Alphabet Languages | F-10 |  | VCNR1 | 0.5 to 11.0 |
| Non-Roman Alphabet Languages | 7-10 |  | VCNR2 | 6.5 to 11.0 |
| Roman Alphabet Languages | F-10 |  | VCRA1 | 0.5 to 11.0 |
| Roman Alphabet Languages | 7-10 |  | VCRA2 | 6.5 to 11.0 |
| Spanish | F-10 |  | VCES1 | 0.5 to 11.0 |
| Spanish | 7-10 |  | VCES2 | 6.5 to 11.0 |
| Turkish | F-10 |  | VCTR1 | 0.5 to 11.0 |
| Turkish | 7-10 |  | VCTR2 | 6.5 to 11.0 |
| Victorian Aboriginal Languages | F-10 |  | VCLVA | 0.5 to 11.0 |
| Vietnamese | F-10 |  | VCVI1 | 0.5 to 11.0 |
| Vietnamese | 7-10 |  | VCVI2 | 6.5 to 11.0 |

### 

### Victorian Curriculum F-10 English as an Additional Language (EAL)

|  |  |  |
| --- | --- | --- |
| **EAL Pathway** | **Mode** | **Unique Reporting Code** |
| Pathway A | Speaking and Listening | EALASPL |
| Reading and Viewing | EALAREA |
| Writing | EALAWRI |
| Pathway B | Speaking and Listening | EALBSPL |
| Reading and Viewing | EALBREA |
| Writing | EALBWRI |
| Pathway C | Speaking and Listening | EALCSPL |
| Reading and Viewing | EALCREA |
| Writing | EALCWRI |

## Curriculum scores

The scoring range for the Victorian Curriculum is A-11.0. Scores for Levels A to D must not be presented as a numeric score. CASE21 will accept alpha scores (A,B,C,D).

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

|  |  |
| --- | --- |
| **Levels** | **Score** |
| Beyond Level 10 | 11.0 |
| 10.5 |
| Level 10 | 10.0 |
| 9.5 |
| Level 9 | 9.0 |
| 8.5 |
| Level 8 | 8.0 |
| 7.5 |
| Level 7 | 7.0 |
| 6.5 |
| Level 6 | 6.0 |
| 5.5 |
| Level 5 | 5.0 |
| 4.5 |
| Level 4 | 4.0 |
| 3.5 |
| Level 3 | 3.0 |
| 2.5 |
| Level 2 | 2.0 |
| 1.5 |
| Level 1 | 1.0 |
| F.5 |
| Foundation Level | F |
| 0.5 |
| Level D | D |
| Level C | C |
| Level B | B |
| Level A | A |

## EAL curriculum scores

For the Victorian Curriculum F-10 EAL standards, the following scores are required:

|  |  |  |  |
| --- | --- | --- | --- |
| **Pathway** | **Level** | **Profieciency level and achievement standards** | **Score** |
| Pathway C | C4 | Achieved C4 | C4.3 |
| Consolidating C4 | C4.2 |
| Beginning C4 | C4.1 |
| C3 | Achieved C3 | C3.3 |
| Consolidating C3 | C3.2 |
| Beginning C3 | C3.1 |
| C2 | Achieved C2 | C2.3 |
| Consolidating C2 | C2.2 |
| Beginning C2 | C2.1 |
| C1 | Achieved C1 | C1.3 |
| Consolidating C1 | C1.2 |
| Beginning C1 | C1.1 |
| CL | Achieved CL | CL.3 |
| Consolidating CL | CL.2 |
| Beginning CL | CL.1 |
| Pathway B | B3 | Achieved B3 | B3.3 |
| Consolidating B3 | B3.2 |
| Beginning B3 | B3.1 |
| B2 | Achieved B2 | B2.3 |
| Consolidating B2 | B2.2 |
| Beginning B2 | B2.1 |
| B1 | Achieved B1 | B1.3 |
| Consolidating B1 | B1.2 |
| Beginning B1 | B1.1 |
| BL | Achieved BL | BL.3 |
| Consolidating BL | BL.2 |
| Beginning BL | BL.1 |
| Pathway A | A2 | Achieved A2 | A2.3 |
| Consolidating A2 | A2.2 |
| Beginning A2 | A2.1 |
| A1 | Achieved A1 | A1.3 |
| Consolidating A1 | A1.2 |
| Beginning A1 | A1.1 |

## Special circumstances

A ‘did not participate’ or ‘DNP’ entry would be used when the teacher does not have a suitable amount of evidence of a student’s level of achievement to make defensible and on-balance judgements against the standards. An explanation of the five special circumstances is as follows for when a ‘DNP’ entry is selected:

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

**DNP-Exemption from a Curriculum Area** – during the reporting period the student participated in a targeted intervention program instead of a curriculum area, or was granted an [accepted absence](https://www2.education.vic.gov.au/pal/attendance/guidance/6-requirements-schools-managing-absence) and has a Student Absence Learning Plan in place.

**DNP-Absent without reasonable excuse** – during the reporting period the student was [absent without a reasonable excuse](https://www2.education.vic.gov.au/pal/attendance/guidance/6-requirements-schools-managing-absence) and a Student Absence Learning Plan was not in place or completed.

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

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

Information on managing student attendance and absence is published on the Department website, see Policy Advisory Library: [Attendance](https://www2.education.vic.gov.au/pal/attendance/policy).

## Useful links

**The Department’s Policy and Advisory Library**

[Reporting Student Achievement and Progress Foundation to 10 Policy](https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy) and [associated Guidance](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance), specifically the the following chapters:

* [Reporting to the Department](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-department)
* [Reporting to parents and carers - general information](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-parents-and-carers-general-information)
* [Reporting to parents and carers - students with a disability and/or additional learning needs](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-achievement-parents-students-disability-additional-needs)
* [Reporting to parents and carers - EAL students](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-parents-and-carers-eal-students)
* [Making teacher judgements and assigning scores for student reporting](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/making-teacher-judgements-and-assigning-scores-student)

[Attendance Policy](https://www2.education.vic.gov.au/pal/attendance/policy)

**Victorian Curriculum Asssessemnt Authority (VCAA)**

[VCAA Victorian Curriculum F-10 website](https://victoriancurriculum.vcaa.vic.edu.au/)

[VCAA F-10 Revised curriculum planning and reporting guidelines](https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/whole-school-curriculum-planning.aspx)

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**Specific queries can be directed to:**

**[student.reports@education.vic.gov.au](mailto:student.reports@education.vic.gov.au)**