Holy Eucharist Catholic Primary School
St Albans South.

ASSESSMENT AND REPORTING

Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

A safe and nurturing culture for all children and young people at our Catholic school

'The intention for this statement is to provide a central focus for child safety[1] at our Catholic school, built around a common understanding of the moral imperative and overarching commitments that underpin our drive for improvement and cultural change….

…Holy Eucharist Primary School together with the CECV will stay abreast of current legislation and will meet legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements[2].

[1]As defined by the Victorian Government Special *Gazette* No. 2 (2016), 'children and young people' in this document refers to those children and young people enrolled as students in Catholic schools in Victoria.

[2]Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

EVIDENCE OF THIS OCCURING AT HOLY EUCHARIST
To create and maintain a safe and nurturing culture, our school will actively and continually develop and review all policies, processes and practices, informed by emerging thinking and evidence.

Holy Eucharist Primary School, in partnership with families, will ensure children and young people, are engaged and active participants in decision-making processes...

Rationale:
At Holy Eucharist School assessment is the 'ongoing process of gathering, analysing, interpreting and using data about learners' progress and achievement to improve learning[1]. Assessment that is purposeful provides useful information to report credibly to students, parents and caregivers on student achievement. A variety of assessment methods fit for purpose provides teachers with evidence of what students know and can do and their particular strengths and weaknesses.

Teachers can then report to parents on:
• Student progress
• Where students are in comparison to the relevant Standards
• What needs to be done by teachers, students and parents in order to improve the student's learning outcomes.

Information is gathered through assessment which allows for teachers to:
• Make judgements 'against the standards defined for the strands of each curriculum area taught[2].
• 'Design learning and teaching that is differentiated and personalised[3]
• 'Focus on the progression and growth of the whole person[4].

Accurate judgments are made based on evidence and are recorded 'to ensure that expected progress is made over time[5].

[1]Horizons of Hope, Strategy: Assessment in a Catholic School
[2]Reporting Student Progress and Achievement -2016, Guidelines for Victorian Catholic Schools.
[3]Horizons of Hope, Strategy: Assessment in a Catholic School
[4]Horizons of Hope, Strategy: Assessment in a Catholic School
[5]Horizons of Hope, Strategy: Assessment in a Catholic School

Aims:

Assessment and Reporting will be:
- Ongoing
- Informative
- Accurate
- Purposeful
- Communicated to parents and relevant bodies using the most appropriate methods
- Based on common understandings of standards and expectations within and across levels
- Collected and communicated using a variety of methods
- Designed to match the purpose and the audience
- Collected and used to drive teaching and learning.
- Directly related to program goals, learning intentions and student outcomes

Implementation:
- All grades implement ongoing assessment as well as those listed on the whole school Assessment Schedule
- All grades to complete a written report on each child in their grade.
- There are 2 written reports each year. One in July and one in December. Using the A-E Report proforma.
- Written Reports are to be written and saved using the N Forma reporting program.
- All classroom teachers will have a personal laptop computer to record their results.
- Parent teacher Interviews to be conducted at the beginning of the year
- and in June/ July accompanied by the written report. December report sent home.
- Parent teacher Interviews can be conducted by request at any other time, if the teacher feels
- there is a need, aside from the specified times.
- Assessments consist of formal and informal testing.
- Assessment of a child's progress by teachers should be relevant, varied and continuous; not solely reliant on formal testing.
- Each teacher will keep appropriate records to document a child's progress.
- This assessment record should be updated regularly and be readily available for reference by the appropriate staff members.

NAPLAN

The students in Years 3 and 5 are required to take part in the National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:
- Reading
- Writing
- Language Conventions (spelling, grammar and punctuation
- Numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

Holy Eucharist Beliefs About Assessment

We Believe that Assessment:
- Must be focused and specific.
- Meet individual needs of the children and is ongoing and consistent.
- Takes place in a variety of ways: Individually, partner and groups.
- Activities / strategies need to be varied: visual, written, oral, aural and concrete.
- Is modified to cater for children with special needs.
- Provides positive feedback and encouragement, and constructive criticism to students.
- Reflects the individual progress of the child.
- Covers all of the Key Learning areas.
- Allows children to be given time to reflect on their own work.
- Is directly related to what is being taught in the classroom.
- Drives our teaching and learning.
- Have achievable goals and clear guidelines for the children so they know what is expected from them.
- Is recorded in a variety of ways to cater for the differences across the curriculum and in the children themselves.

Parent / Teacher Interviews

Formal Parent Interviews are conducted in Term 1 and end of Term 2

Term 1. Parent/Teacher Chats conducted within the first 6 weeks of the School year.
This is an opportunity for parents to meet their child's teacher and for teachers to complete a **Sociolinguistic Profile** for the students in their class.

Term 2. Formal interviews are held at the end of Term 2 to discuss children's educational and social progress.
Written report is given out and discussed.

Term 4. A formal interview may be arranged on request by the teacher or parent only.
Written report is given out and discussed.

Special Needs Program:
Parent meetings are arranged by the Special Needs Coordinator each term for all children on the LNSLN program.

Speech: Outer North Western coordinator meets regularly with parents, teachers and students.

Interpreters: Interpreters for some languages are available at parent interview times through Interpreting Services.

REPORTS

Written Reports
- Half Year Report in June/ July
- End of Year Report in December.
- Written reports are sent out to the parents **before** the formal interview times to allow time for them to read and understand what is on the report.
- Reports are written by each teacher using the N-forma software installed on the school computers.
- Students on the EAL Continuum receive a report against the stages of the EAL standards that are included in the EAL Companion to AusVELS , rather than the levels of the English standards.

Topic Outlines
- All year levels will provide parents and care givers with a Topic outline at the beginning of each term.
- Topic Outline sheets contain a summary of what will be covered across all curriculum areas in that particular year levels for that term.
- Topic Outline will go home at the **beginning** of each term inside the Assessment Portfolio and **parents will be required to sign the sheet** and to **return it** to school **inside** the Assessment Portfolio.

Student Portfolios (Work Samples)

- Throughout the term, teachers will collect samples of your student work. These samples are collected as evidence of student progression (across the strands) and as an indication of what has been taught.
- The samples collected are to correlate with what has been documented on the Topic Outline sheet.
- The work samples are corrected by the teacher and should have relevant comments to support what the student has achieved.
- Parents are invited to <u>look through the Assessment Portfolio with their child.</u>
- Parents are requested to <u>write positive comments</u> in the space provided (on the yellow cover sheet) and to sign it.
- Parents are asked to **<u>return the Assessment Portfolio immediately</u>** after viewing the samples with their child.

<u>Evaluation:</u>

- The relevance of this document to be reviewed annually or when changes occur.

Staff Members involved: Staff meeting led by Michael Bonnici
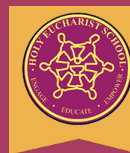

Date of Ratification: 27 April 2016

Reviewed: 2017

HOLY EUCHARIST SCHOOL - St ALBANS SOUTH
Parent Teacher Chats - March 2017
Sociolinguistic Profile

Child's Name:_____ **Grade/Teacher**_____

Place of birth? How long have they been in Australia?	
Who does the child live with? Who can pick up your child from school?	
Do they have any siblings? Placement in the family	
Language/s spoken at home? In what language do you speak to your child? Can they speak/understand your language?	
Is that language clear/fluent? How many languages spoken at home? Religious traditions/beliefs?	
Do they attend a language school? Anyone to help with homework? Do they have a tutor?	
Who reads with your child (language)? Is your child reading with/without support?	
Medical history Time when they go to bed? Do they eat breakfast?	
Feedback about school Happy at school/Attitude to school Anything that I should know about your child?	
How is the behaviour at home? How independent is your child? Dress/Eat/Responsibilities?	
After school activities? Interests/hobbies Computer Internet at home?	
Who is the best person to communicate with regarding school?	
Do you require an interpreter? Do you need help with document translation?	
Do you want homework to be given to your child? Why/why not?	
How can the school help you to support your child? Are you able to assist in the classroom/ at school?	

Holy Eucharist Primary School
St. Albans South

MID - YEAR REPORTS

STYLE GUIDE & INSTRUCTIONS

2017

Please read this Style Guide carefully before completing your reports.

CONTENTS

1. Using Nforma Reporting

➢ **Class Errors**
All teachers, please check your class lists very carefully and email detail of errors to the ICT person *(Allison Borg).*
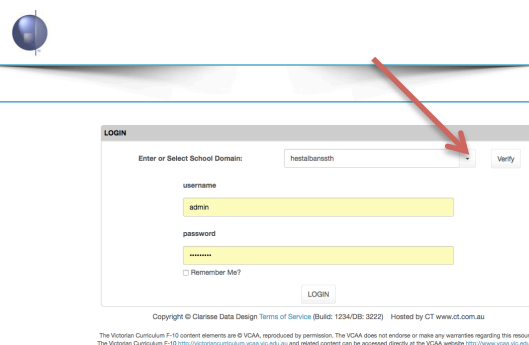
➢ **Accessing you reports**
To access your reports, follow the procedure below:
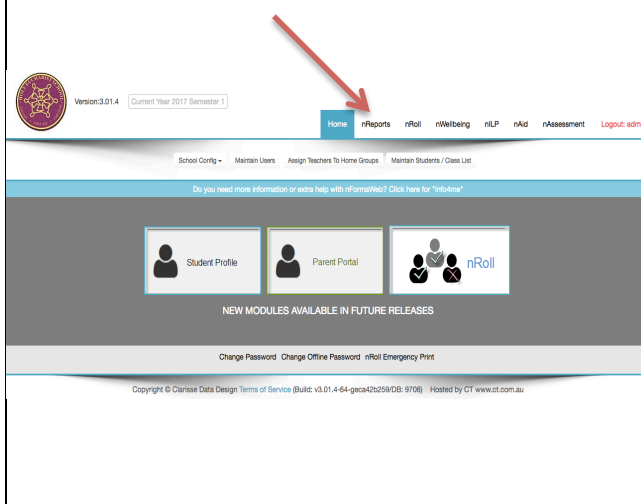
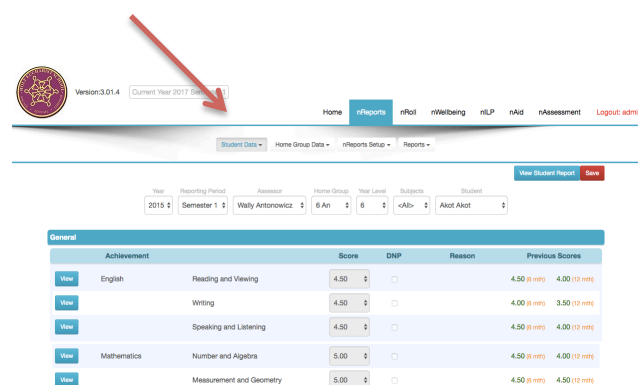|	
1. On the Holy Eucharist home page, go to NRoll & NReports Link	2. Select School Domain and type *'hestalbanssth'* and click on 'Verify'. Type your username and password.
3. Click on 'nReports'.	4. Click on 'Student Data' and then on 'Student Assessment'.

Completing your reports

All teachers must complete sections on:

1. Victorian Curriculum rating – assigning a Progression Point for each Domain listed on the report (see chart on Progression Points further in this guide).

2. Select appropriate achievements for each descriptor.

3. Comments for
   - **English** *(Student achievement and future learning in the 3 Modes)*
   - **Mathematics** *(Student achievement and future learning in the 3 Strands)*
   - **Final Comment** *(Student achievement and future learning in the Content Domains and Personal Capabilities)*

When completing comments, check carefully that you are completing them according to the guidelines further in this guide.

Spell Check

Please check the spelling of each comment as soon as you have finished it.
Click on the green 'tick' to check your comment.

Inserting comments from your own Comment Bank or from a Word document

Comments from your Comment Bank or from a Word document can be inserted into the Comment boxes *(for English, Mathematics and Final Comment)* simply by **copying and pasting.**

If you apply the following nForma symbols into the comments in the Comment Bank, nForma will automatically change the symbols to the student's name or appropriate pronoun <u>when the reports are printed.</u>

Comment Heading	

Codes For Comments		
Code	Male	Female
#his#	his	her
#Uhis#	His	Her
#him#	him	her
#he#	he	she
#Uhe#	He	She
#name#	Student First Name	

What Akot has achieved

B   I   U   ≡   ≡   ↺   C   Toggle HTML   Words:

Prev Comment

2. Assessment and Reporting at Holy Eucharist Primary School

At Holy Eucharist School assessment is the 'ongoing process of gathering, analysing, interpreting and using data about learners' progress and achievement to improve learning[1]. Assessment that is purposeful provides useful information to report credibly to students, parents and caregivers on student achievement. A variety of assessment methods fit for purpose provides teachers with evidence of what students know and can do and their particular strengths and weaknesses.

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Accurate judgments are made based on evidence and are recorded 'to ensure that expected progress is made over time[5].

[1,3,4,5] Horizons of Hope, Strategy: Assessment in a Catholic School
[2] Reporting Student Progress and Achievement -2017, Guidelines for Victorian Catholic Schools.

3. Reporting - Rationale

"Reporting is the communication of clear and comprehensive information regarding student progress and achievement. Reporting should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest feedback with sensitive communication of strengths and weaknesses.

The reporting process is an integral part of the teaching and learning process, therefore reports are based on a range of assessment processes and evidence such as teacher observation, annotated student work samples, tests, portfolios exhibitions and presentations. These practices along with the *Student Report* enable regular monitoring of student learning and ongoing constructive feedback, with the explicit intention of improving student learning over time."

(From Reporting Student Achievement: Guidelines for Schools 2009-2010 Years P-6 and 7- 10. July 2009)

4. Frequency

Schools must provide a student report at least twice a year to parents/carers for each child at the school.

> **Requirement 1:** Schools must provide a student report at least twice a year to parents/carers for each child at the school.

One of these reports must be issued in the first half of the year. The other report must be issued in the second half of the year.

> **Requirement 2:** Reports must be issued in the first half of the year and the second half of the year.

Reports issued in the second half of the year should be timed to provide parents/carers with an opportunity to discuss the content of the report with teachers and/or school leaders before the school closes for the year.

Schools can choose to provide more than two student reports per year.

Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

5. Accessibility

The report must be provided in an accessible form[2] and be easy for parents/carers to understand and use. This means that the report must focus on what parents want to know and need to know, and use clear and direct language and concise sentences where comments are used. The design and layout of the report must also be accessible.

> **Requirement 3:** Reports must be provided in an accessible form[3] and easy for parents/carers to use and understand.

Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.

> **Requirement 4:** Schools must make provisions to issue reports to more than one parent/carer where family circumstances make this appropriate

SOURCE: Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

6. Curriculum Framework

Schools must report on an approved curriculum framework (ie Victorian Curriculum). This must be a standard framework unless the school has been approved and authorised to implement an alternative framework.

> **Requirement 5:** Schools must report on an approved curriculum framework (ie Victorian Curriculum). This must be a standard framework unless the school has been approved and authorised to implement an alternative framework.

The structures and processes established in your year level *ie: criteria sheets and rubrics,* enable you to judge assessment tasks. Grades are no longer appropriate. All assessment evidence contributes to the final decision about the student's achievement *of* the Standard.

Standard Framework

For each student in Years Prep to 10, the report must include information about the student's progress and achievement during the reporting period. This information must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

> **Requirement 6:** Reports must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

These judgements must be made against the **standards** defined for the strands of each **curriculum area** taught in these subjects.

> **Requirement 7**: Judgements must be made against the standards defined for the strands of each curriculum area taught.

> **Requirement 8:**
> The standard curriculum framework approved use by Victorian Catholic schools are the Victorian Curriculum F-10 including Stage/Levels A to D, the relevant diocesan Religious Education curriculum and the EAL (English as an Additional Language) Developmental Continuum P-10.

The curriculum areas of Religious Education, English, Mathematics and Science must be reported on at least annually. All other curriculum areas must be reported on at least biennially. Schools can choose to report more frequently.

> **Requirement 9:**
> Religious Education, English, Mathematics, Science must be reported at least annually, with all other curriculum areas reported at least biennially.

SOURCE: Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

7. Recording Judgements

Judgements must be recorded for every student, including students for whom modified reporting may be appropriate. Judgements must accurately reflect what a student can independently do, say, make or write. 'Independently' in this context means without the help of a teacher, a parent/carer, another student or a learning support officer.

Requirement 10:
Accurate judgements must be recorded for every student.

Requirement 11:
Judgements must be recorded in the format prescribed by the responsible authority.

8. Displaying Judgements: Standard Curriculum

Achievement:

Judgements must be displayed in a way that conveys a student's achievement. Achievement means the years of learning against the standards defined for each curriculum area.

Requirement 12:
Accurate judgements must be displayed in a way that conveys a students achievement.

English, Health and Physical Education, and Mathematics must be displayed at the strand level. This is because student learning in each strand can be developed independently within its associated curriculum area, and because strands for English and Mathematics cannot be appropriately weighted to come to a single, overall judgement for that area.

All other curriculum areas must be displayed at the curriculum area level.

Requirement 13:
Achievement for English, Health and Physical Education, and Mathematics must be displayed at the strand level.

Requirement 14:
All other curriculum areas must be displayed at the curriculum area level.

Where more than one judgement has been made against the same standard in a reporting period, the report must display an aggregated judgement for that standard at the appropriate level. In the past, for example, this was achieved by the inclusion of a summary page on a formal report card.

Requirement 15:
Where more than one judgement has been made against the same standard in a reporting period, reports must display an aggregated judgement for that standard at the appropriate level.

Requirement 16:
Where an achievement is displayed graphically, it must be accompanied by a scale

The inclusion of a graphical display that emphasises a student's achievement relative to the continuum of learning in each curriculum area is recommended. This is consistent with the Victorian approach to curriculum and the Catholic sector's particular focus on each student's unique learning and developmental journey.

Progress

Judgements must be displayed in a way that conveys a student's progress since the last time the standard(s) were reported against in the school.

Requirement 17:
Judgements must be displayed in a way that conveys progress since the last time the standard(s) were reported against the school.

Progress can be displayed graphically or by using a scale. Inclusion of a graphical display that emphasises a student's progress relative to the continuum of learning in each curriculum area is recommended. This is consistent with the Victorian approach to curriculum and the Catholic sector's particular focus on each student's unique learning and developmental journey.

The requirement for progress reporting cannot be met by obliging parents to look up or review a report from the previous reporting period.

Scale

Achievement must be displayed using a five-point scale.

Requirement 18:
Achievement must be displayed using a five – point scale.

The scale employed for English, Mathematics and Science must be an *age-level-expected scale* indicating if a child is well above, above, at, below or well below the standard expected at the time of reporting.

> **Requirement 19:**
> The scale employed for English, Mathematics and Science must be an age-level expected scale.

Schools can choose to use single words, short phrases, numbers and letters for this scale.

Reading and Viewing	Not Yet Evident	With Teacher Support	Working Towards	Standard Established	Above Expected Level
Locates good fit books for different purposes (5).			✔		
Reads simple chapter books independently and fluently (5).			✔		

To make the report as accessible as possible for parents/carers, the use of an identical scale for English, Mathematics and Science is recommended.

Schools can choose whether to display judgements for the remaining curriculum areas using an age-level- expected scale, or another 5-point scale. To make the report as accessible as possible for parents/carers, the use of an identical scale for these remaining curriculum areas is also recommended. Schools should also consider how they will introduce and explain any new scales to parents, who may be familiar with an age- level-expected scale in all learning areas.

Comparative Performance Reporting

If parents/carers request it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

> **Requirement 20:**
> If parents/carers request it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

SOURCE: Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

9. Format

There is no prescribed format for the report. This means that there is no mandated 'formal report card' that all schools must use.

Reports can be provided on a printed page and/or be shown on a digital page (e.g. in a PDF, on an electronic device).

Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

> **Requirement 21:**
> Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

Support should be provided to support parents/carers to access digital reports in cases where access to the internet is limited or unreliable, or there are low levels of Information and Communications Technology (ICT) proficiency.

10. Victorian Curriculum Progression Points Matrix 2017

NB: Score values with an underline represent a progression point against which there is a written standard.

NB: Num. (numeric) score is behind the scenes in the vendor software *for averaging and rollup purposes.* The Val. (value) is the score displayed to *end users*

Victorian Curriculum continua (A-D & F-10)

5-point age-expected algorithm lookup matrix (A-E)

Continuum	Level	Score Num.	Score Val.	Foundation Mid	Foundation End	Year 1 Mid	Year 1 End	Year 2 Mid	Year 2 End	Year 3 Mid	Year 3 End	Year 4 Mid	Year 4 End	Year 5 Mid	Year 5 End	Year 6 Mid	Year 6 End	Year 7 Mid	Year 7 End	Year 8 Mid	Year 8 End	Year 9 Mid	Year 9 End	Year 10 Mid	Year 10 End
F-10 continuum	Beyond Level 10	15.5	11	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
		15.0	10.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B
	Level 10	14.5	10	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C
		14.0	9.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C
	Level 9	13.5	9	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D
		13.0	8.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D
	Level 8	12.5	8	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E
		12.0	7.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E
	Level 7	11.5	7	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E
		11.0	6.5	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E
	Level 6	10.5	6	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E
		10	5.5	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E
	Level 5	9.5	5	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E
		9.0	4.5	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E
	Level 4	8.5	4	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E
		8.0	3.5	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E
	Level 3	7.5	3	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E
		7.0	2.5	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E
	Level 2	6.5	2	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E
		6.0	1.5	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	Level 1	5.5	1	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
		5.0	F.5	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	Level F	4.5	F	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
		4.0	0.5	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
A-D continuum	Level D	3.5	D	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	Level C	2.5	C	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	Level B	1.5	B	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	Level A	0.5	A	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E

NB: Do not select a score if the subject in your year level has not been taught eg: LOTE or ICT. If this is left blank, then it will not appear on the printed report.

11. Religious Education Renewed Scores (Archdiocese of Melbourne)

Curriculum level	Score	Score (numeric equivalent) (backend only)
Beyond Level 13	14	17.0
	13.5	16.5
Level 13	13	16.0
	12.5	15.5
Level 12	12	15.0
	11.5	14.5
Level 11	11	14.0
	10.5	13.5
Level 10	10	13.0
	9.5	12.5
Level 9	9	12.0
	8.5	11.5
Level 8	8	11.0
	7.5	10.5
Level 7	7	10.0
	6.5	9.5
Level 6	6	9.0
	5.5	8.5
Level 5	5	8.0
	4.5	7.5
Level 4	4	7.0
	3.5	6.5
Level 3	3	6.0
	2.5	5.5
Level 2	2	5.0
	1.5	4.5
Level 1	1	4.0
	F.5	3.5
Level F	F	3.0
	0.5	2.5
Level PF	PF	2.0
	E.5	1.5
Level E	E	1.0
	PE	0.5

RE continuum (E-13)

12. Reporting Stage/Levels A to D (Students with Disabilities)

While most students with disabilities can engage with the Victorian CurriculumF−10 curriculum provided reasonable adjustments are made, for students with a significant intellectual disability, additional curriculum materials may be required. The Towards Foundation Level Victorian Curriculum materials provides this cohort of students with access to content descriptions and achievement standards to support their progress towards the learning described at Foundation level.

Towards Foundation Level Victorian Curriculum focuses on a progression of learning from pre-intentional to intentional. Set out in four stages, students develop their independence as they explore, participate and engage in the world around them. As students progress through these stages, the amount of support decreases as they proceed towards becoming independent learners. For English, Mathematics, Science and History, the four stages are referred to as 'Levels A to D (Students with Disabilities)' and are integrated directly into the Victorian Curriculum. Towards Foundation material for the remaining Victorian Curriculum curriculum areas are located under the relevant domain's 'Diversity of Learning' section on the Victorian Curriculum website.

Years of Schooling (Nominal Grade)	Years of Learning	
NA	**Level A**: Beginning to Explore	*Towards Foundation Levels*
	Level B: Active Exploration	
	Level C: Intentional Participation	
	Level D: Building Independence	
Prep	**F**	**Victorian Curriculum Levels**
1	**1**	
2	**2**	
3	**3**	
4 etc.	4 etc.	

Table 1: Relationship between years of schooling and years of learning in the Towards Foundation Level Victorian Curriculum and the Victorian Curriculum.

For further information, see the ***Students with Disabilities Guidelines.***

13. Reporting on the EAL Developmental Continuum P–10

The EAL Developmental Continuum P–10 should be used for the sub-set of students who are learning English as a second or additional language (EAL) for whom the use of English standards would not give an accurate reflection of their learning.

There are three stages to the *EAL Developmental Continuum P–10:*

Lower Primary (Years P to 2):   A1   A2

Middle/Upper Primary (Years 3 to 6):   BL   B1   B2   B3

Secondary (Years 7 to 10):   SL   S1   S2   S3   S4

As EAL students learn more English, their learning begins to correspond to the English standards. If an assessment of an EAL student on the English standards is within acceptable year level parameters, then it is time to start using the English standards for assessing and reporting progress. If not, then the EAL standards should continue to be used.
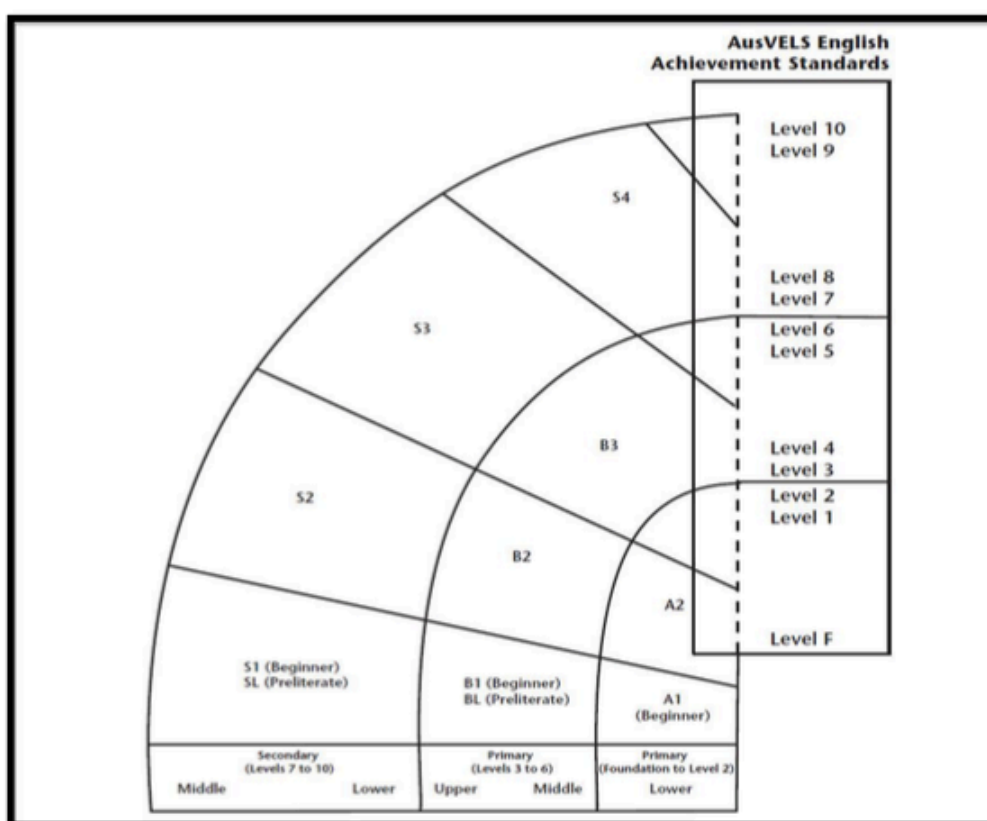

Figure 1: Relationship between the stages of the EAL Developmental Continuum and the Victorian English standards.

An 'expected' progression of learning exists between EAL Stage A2 and English Levels F, 1 and 2.
An 'expected' progression of learning exists between EAL Stage B3 and English Levels 3, 4, 5 and 6.
An 'expected' progression of learning exists between EAL Stage S4 and English Levels 7, 8, 9 and 10.

See also the ***English as an Additional Language (EAL) Companion***.

14. Comments

Comment writing is the most crucial part of the report writing process. Student Reports were introduced to parents and caregivers to provide clearer and more consistent information about the child's progress against state wide standards.

Our challenge is to provide all the relevant detail about a student's progress in language parents and caregivers can understand. 'The design and layout of the report must also be accessible'.

Comments need to be:
- Clear
- Concise
- Comprehensive
- Consistent

Specialist educational terms, jargon, acronyms (eg. ILP, RR) and colloquial language should be avoided. Parents, caregivers and students should be able to identify areas

Comment Writing

- The first sentence of the comment should include the student's name.
- If the student usually uses an abbreviated version of his/her name (eg. Liz, Maddie), when you first use the student's name put it in full, but in brackets immediately after put the abbreviated version and then continue to use that throughout the report.
- Use the student's name first, then the pronouns he or she for a maximum of three times, then use the name again.
- Comments should be positively phrased and encouraging.
- Comments should be written in full sentences, in language that could be easily understood by the majority of parents
- Comments should be appropriate for the section of the report and you should avoid comments that only refer to task completion and do not provide an evaluation.
- Comments should be consistent with the progression points and work habits.
- Do not write 'X has achieved the required standard for this semester' or any similar sentence at the start of the comment. This is already evident in the progression points indicated at the top of the report... no need to repeat.
- It is **not acceptable to make the same comment about every student or use the same basic comment with only minor variation**. In the past, some children from the same family have received the same comment, with only a name change, therefore watch out for family members and friends!
- **Avoid writing student comments in point form.**
- One or two sentence comments are highly inappropriate! You have been teaching the child for a semester and should have more to say than that.
- Avoid terms that indicate value judgements about the students' personality eg. quiet, rowdy, lazy, pleasant, well-behaved, etc
- Avoid using comments such as 'X is a pleasure to teach'. While this may be so, the teacher's responsibility is to report on the learning of the student. Also avoid the use of comments such as 'well done', congratulations' etc

- Avoid predictions eg. "He will do well in History if he...."

Areas for Written Comments:
Written comments are required in the following sections:

- **English**
- **Mathematics**
- **Final Comment** *(Last page)*

	Learning Area: English *(At least 100 words in total – 90 min, 110 max)*
What the student has achieved in English. *(1ˢᵗ paragraph)*	In the first paragraph, written comments need to be phrased in a **positive and affirming way.** Identify what the student **'can do'** in relation to the 3 Modes (*ie Reading and viewing, Writing, Speaking and Listening*). In the first paragraph, **do not** mention aspects that the student has not achieved. Comments should be written in the past and/or present tenses. Comments should refer to each of the 3 Modes. As this paragraph addresses achievement in English, comments about assessment tasks and other assessments need to be used as illustration and evidence only and should not form the sole content of the comment.
Areas for improvement/ future learning in English. *(2ⁿᵈ paragraph)*	Comments written in this paragraph should indicate what the student could or should do to improve in English. Information in this section needs to provide a clear picture of important next steps for the student. Avoid long lists of areas for improvement and future learning and instead focus on what is critical. Identify two or three key improvement strategies.

Example:

Year 4 English - Semester 1

Stephen continues to read with enthusiasm, and can readily explain the main ideas in the books he reads, as well as predict what might happen next. In his oral report on 'families' he showed that he can speak clearly, as well as keep his audience interested. In writing Stephen is beginning to use a wider range of sentences with more accurate punctuation. However, he needs to improve his use of tenses, and continue to widen the range of sentence structures that he uses. Stephen needs to listen to and contribute to conversations and discussions to share information and ideas.

	Learning Area: Mathematics *(At least 100 words in total – 90 min, 110 max)*

What the student has achieved in Mathematics. *(1st paragraph)*	In the first paragraph, written comments need to be phrased in a **positive and affirming way.** Identify what the student **'can do'** in relation to the Strands (*eg Number and Algebra, Measurement and Geometry, Statistics and Probability*). In the first paragraph, **do not** mention aspects that the student has not achieved. Comments should be written in the past and/or present tenses. Comments should refer to each of the Strands. As this paragraph addresses achievement in Mathematics, comments about assessment tasks and other assessments need to be used as illustration and evidence only and should not form the sole content of the comment.
Areas for improvement/ future learning in Mathematics. *(2nd paragraph)*	Comments written in this paragraph should indicate what the student could or should do to improve in Mathematics. Information in this section needs to provide a clear picture of important next steps for the student. Avoid long lists of areas for improvement and future learning and instead focus on what is critical. Identify two or three key improvement strategies.

Example:

Year 4 Mathematics - Semester 1
Stephen has shown great improvement in his mental Mathematics and counting abilities. He can now add and subtract numbers to two decimal places, and add and subtract simple fractions. Stephen has developed efficient mental and written strategies and uses appropriate digital technologies for multiplication and for division where there is no remainder. He used scaled instruments in Measurement and Geometry to measure and compare length and capacity and used simple legends and directions to interpret
 information on a basic map. In Statistics and Probability, Stephen collected data but needed assistance in organising them into categories which were to be displayed in a picture graph.

	Final Comment (*At least 150 words in total – 140 min, 160 max*)

What the student has achieved in the Content Domains and the Personal Capabilities. *(1st paragraph)*	Written comments in the first paragraph need to be phrased in a **positive and affirming way.** Identify what the student **'can do'** in relation to the Content Domains (*eg Humanities, Science, Health, Design and Technologies*) and the Personal Capabilities (*eg Personal Learning, Interpersonal Development*). In the first paragraph, **do not** mention aspects that the student has not achieved. Comments should be written in the past and/or present tenses and should refer to each of the Strands. As this paragraph addresses achievements, comments about assessment tasks and other assessments need to be used as illustration and evidence only and should not form the sole content of the comment.
Areas for improvement/ future learning in the Content Domains and the Personal Capabilities	Comments written in this paragraph should indicate what the student could or should do to improve in these areas. Information in this section needs to provide a clear picture of important next steps for the student. Avoid long lists of areas for improvement and future learning and instead focus on what is critical. Identify two or three key improvement strategies.

Example:

Year 4 Final Comment - Semester 1

In Science, Stephen has shown he can use measuring equipment accurately, and that he is able to draw sound conclusions from his observations. When using ICT, Stephen is able to choose appropriate search engines on the internet and can do advanced searches very quickly to locate specific information. In Civics and Citizenship Stephen produced a poster that showed he has a clear understanding of why it is important to look after our environment. Stephen participates enthusiastically in team problem solving activities, provides reasons for the ideas that he presents, and listens attentively to the ideas of others. Stephen has successfully led a small team of students to set classroom goals and procedures this semester that will improve our learning environment. When completing set projects at home during the semester, Stephen needs to focus on planning before he begins his work, and thinking through how he can present his information creatively. He also needs to make sure he hands in his assignments on time.

15. Grammar and Spelling

The following style requirements apply for comment writing. A style guide such as this is never definitive or universal but is designed to attempt to ensure consistency of:

MEANING, i.e. Is the message clear, is there no confusion as to what is being said, is it appropriate?

and

READABILITY, i.e. Is the message presented so that it can be read easily and without pause?

16. Conventions

If evidence from assessment tasks is needed to illustrate comments about achievement of the Standards, then the following conventions apply.

1. Upper/lower case is used for the titles of assessment items. A capital letter should be used for all words in titles excluding articles, conjunctions and prepositions, i.e. Test on the Hebrew Scriptures; Atlas Research Assignment: Around the World. The same rule applies for the titles of texts, i.e. 'Looking for Alibrandi'.

2. Text and film titles in single inverted commas, e.g. 'Animal Farm'

3. Since the comment is a formal piece of writing, no abbreviations should be used eg. 'is not' instead of isn't', 'does not' instead of 'doesn't'

4. Capital letter should be used for:
   - Titles of teams, activities, extra-curricular groups and other organisations within the school, e.g. Backstage Crew, Swim Team, etc.

   - Brand names, e.g. Excel, Word, PowerPoint
   - Titles of events, e.g. World Cup, Olympic Games, Melbourne Festival
   - Subject titles, e.g. Physics, Archaeology, etc.
   - Semester 1/2, Term 1/2, e.g. She worked well in Semester 1.

5. Lower case for semester when used as a common noun, e.g. He worked well during this semester. Lower case also for the names of sports unless part of a title, e.g. netball, soccer, etc

6. Numbers 10 and above should be spelt out, however, Grade 6, Year 7 etc, Unit 1, Outcome 1 etc. Any number being used at the beginning of a sentence should be spelt out.

7. Commas are used to:
   - avoid ambiguity e.g. *striking, scooping, catching and passing, and pitching.* separate items in a simple list e.g. *jumping, running, catching and throwing.*
   - for non-defining clauses and phrases e.g. *The printmaking unit, completed in Term One, consisted of three tasks.*
   - after an introductory subordinate clause e.g. *Despite missing the first part of the term, Danielle. . ..*

- enclosing parenthetic expressions e.g. *Her reading comprehension, which was limited at the start of the semester, has gradually improved.'*

8. Punctuation:
    - Full stop and comma to be followed by a single space.
    - An apostrophe indicates possession and omission, e.g. *Sarah's work hasn't been handed in.* It never indicates plural and is not needed when a word ends in a vowel, i.e. photos not photo's. Where the noun is plural the apostrophe follows the 's'. i.e. all the students' exercises. When a word ends in 's' and possession is to be shown the apostrophe follows the 's', e.g. James'. **It's** is a contraction of **'it is'**: eg. 'It's going to be difficult'; **Its** is possessive: eg. 'The server has reached its capacity'.
    - In general, use of the hyphen is best kept to a minimum and applied only in cases where ambiguity will occur. Where an official document is being quoted or referred to, apply the house rule.

    - Practice is the Noun and Adjective and Practise is the Verb. 'She improved during the practice rounds ...' 'She needs to practise more consistently.'
    - Effect is the Noun and Affect the Verb.
    'The effect of missed classes was noticeable . . .'
    'Interruptions affected her work.'

10. <u>Dis</u>interested is impartial. <u>Un</u>interested is not showing any interest.

11. The split infinitive has been accepted by the Australian Style Council-so who are we to argue? e.g. to thoroughly research, to carefully check

12. Do not end a sentence with a preposition, i.e. in, to, for, from etc.

13. Spelling - Please be careful of the spelling of certain words as follows: commitment, committed, conscientious.

There are some words where the preferred spelling would be as follows:		
artwork	fundraising (one word)	program (***not programme***)
benefited	homework	proofreading
classroom	inattentive	re-read
co-curricular or	interschool	role-play
cocurricular	misspelled	spreadsheet
complement	modelled	targeted
non-routine	oral work	upcoming
cooperative ***(no hyphen)***	podcast	workbook
decision making	proactive	written work
focused	problem solving	

Some other words and titles where consistency is required:		
CD- ROM Dance program Discipline policy eLearning Excel for example *(NOT eg)*	iMovie Inquiry project Internet iPod Mac Laptops Outcome 1, Outcome 2 Peer Support program PowerPoint *(cap in middle)*	Unit 1, Unit 2 weblog *(don't use the word BLOG)* website WebQuest *(cap in middle)* Westpac Wiki

Prep, Grade 1, Grade 2, Grade 3 and so on

➢ **Other things to watch out for:**

- Use the Spell Check after completing every comment and at the conclusion of each report writing session
- **If copying and pasting names / comments ensure that the correct name is being used.**
- Make sure there is a full stop at the end of the last sentence of the comment.
- Watch out for there / their / they're.

17. Proofreading & End Stage

Proofreading of individual reports is ultimately the responsibility of the individual teacher, however there will be three stages in our proofreading process to ensure a very high standard of reports going home to parents.
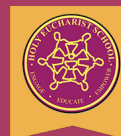
- **Stage 1** - individual teachers proofread own reports

- **Stage 2** - individual teachers ask a colleague to proofread their reports

- **Stage 3** –The principal/leadership team.

- Teachers are to make whatever arrangements best suit them to ensure reports are proofread by a colleague prior to the due date and in time for completion. Please give your colleague sufficient time to proofread your reports. **The night before they're due is not appropriate!**

- The Proofreading Checklist must be completed for each class and submitted to the principal (Jeff Parker) by the due date *(see Timeline, next section).*

- Whilst individual proofreading may place additional demands on staff at the initial report writing stage, the submission of well written, well proofread reports will be the best way of alleviating the pressure of undue work and stress at the very end of term.

➢ **Signature & Date**

The report is a formal document **which needs to be signed by the teacher**. It is **not acceptable for teachers to initial reports**. Teachers are required to sign reports above (or next to) the date.

To be completed by the teacher and the proofreading buddy (STAGE 2).

TEACHER:_____ CLASS:_____

PROOF READING BUDDY:_____

Proof-reader, please tick this checklist after you have proofread the reports:

☐ Student's name is spelt correctly and consistently throughout the report.

☐ Spell check has been used.

☐ All the comments are consistent with the Holy Eucharist School Style Guide.

☐ The English comments are appropriate and identifies student achievement and areas for improvement.

☐ The Mathematics comments are appropriate and identifies student achievement and areas for improvement.

☐ The Final comment identifies student achievement and areas for improvement in relation to the Content Domains and the Capabilities.

☐ The comments are consistent with the Progression Points and Work Habits.

_____
Proof-reader's signature

The Proof-reader is to return this signed Checklist together with the reports

I *(class teacher)* have read this checklist and made the appropriate amendments where needed.

_____   **_____**
**Class Teacher's signature**   **Date**

The Class Teacher is to return this signed Checklist together with the reports to the principal (STAGE 3).

18. Proof Reading Buddies for Semester 1, 2017

GRADE:	CLASSROOM TEACHER	BUDDY TEACHER
PREP	MARY JAMES	WALLY
	SHARON BONNICI	AARON
	NATALIE KRANJEC	JOANNE
GRADE 1	ANITA BISON	BELYNDA
	AARON CAREY	SHARON
	HARRY HERRERA	JO D
GRADE 2	STEPHANI OGNENOVSKI	THILINI
	JULIE MURNANE	ERIN
	SHALINI DOS SANTOS	JULIE S
GRADE 3	JO DRAGOVIC	HARRY
	ANGELA LOPEZ	JACKIE
	JULIE SEMCESEN	SHALINI
GRADE 4	ERIN MCNALLY	JULIE M
	THILINI NANAYAKKARA	STEPHANI
	CLARE CHRISTIE	BRUNO
GRADE 5	BRUNO PELLASCHIAR	CLARE
	BELYNDA HORNE	ANITA
GRADE 5/6	WALLY ANTONOWICZ	MARY J
GRADE 6	JO STEAD	NATALIE
	JACKIE DABAL	ANGELA L

19. Timeline for Semester 1, 2017

Reports are accessible on the Holy Eucharist Homepage	
Report Writing Day *(Closure Day)*	Friday 2nd June 2017
Proofreading of your buddy's reports and completion of checklist. *(During staff meeting)*	Wednesday 14th June 2017
Reports and checklist submitted to Jeff	Friday 16th June 2017
Reports and Assessment Portfolios go home	Friday 23rd June 2017
Parent Teacher Interviews *(Students finish at 12:00pm)*	Wednesday 28th June 2017
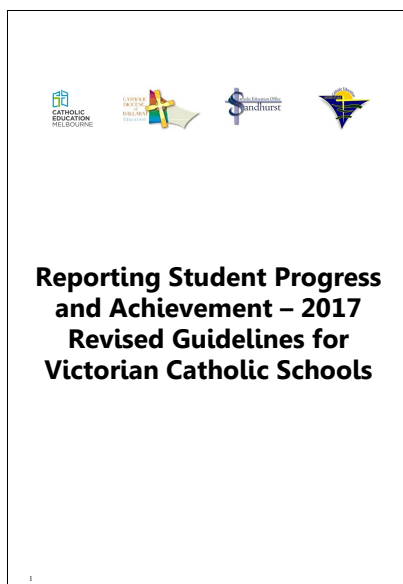
Reporting Student Progress and Achievement – 2017 Revised Guidelines for Victorian Catholic Schools

Information contained in the Holy Eucharist 2017 Style Guide was sourced from:
Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

Holy Eucharist Primary School
St. Albans South

END OF YEAR REPORTS

STYLE GUIDE & INSTRUCTIONS

2017

Please read this Style Guide carefully before completing your reports.

CONTENTS

1. Using Nforma Reporting

➢ **Class Errors**
All teachers, please check your class lists very carefully and email detail of errors to the ICT person *(Allison Borg).*

➢ **Accessing you reports**
To access your reports, follow the procedure below:

1. On the Holy Eucharist home page, go to NRoll & NReports Link	2. Select School Domain and type *'hestalbanssth'* and click on 'Verify'. Type your username and password.
3. Click on 'nReports'.	4. Click on 'Student Data' and then on 'Student Assessment'.

Completing your reports

All teachers must complete sections on:
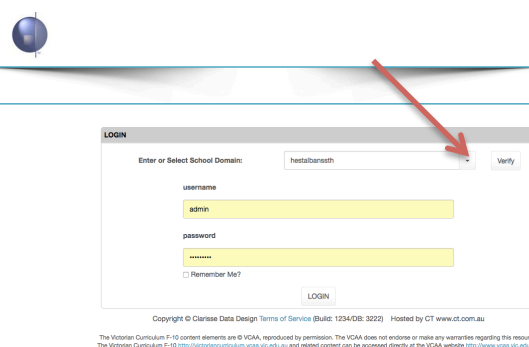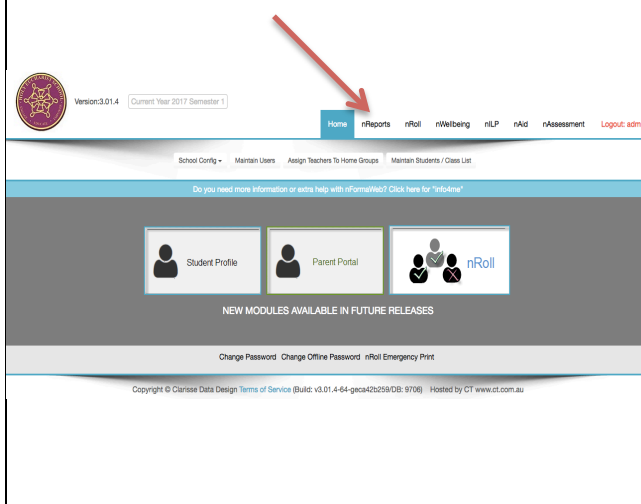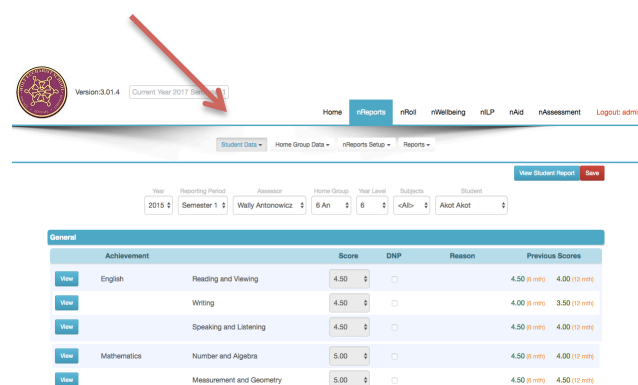
      4. Victorian Curriculum rating – assigning a Progression Point for each Domain listed on the report (see chart on Progression Points further in this guide).

      5. Select appropriate achievements for each descriptor.

      6. Comments for
- **English** *(Student achievement and future learning in the 3 Modes)*
- **Mathematics** *(Student achievement and future learning in the 3 Strands)*
- **Final Comment** *(Student achievement and future learning in the Content Domains and Personal Capabilities)*

When completing comments, check carefully that you are completing them according to the guidelines further in this guide.

Spell Check

Please check the spelling of each comment as soon as you have finished it.
Click on the green 'tick' to check your comment.

Inserting comments from your own Comment Bank or from a Word document

Comments from your Comment Bank or from a Word document can be inserted into the Comment boxes *(for English, Mathematics and Final Comment)* simply by **copying and pasting.**

If you apply the following nForma symbols into the comments in the Comment Bank, nForma will automatically change the symbols to the student's name or appropriate pronoun <u>when the reports are printed.</u>

Comment Heading		

Codes For Comments		
Code	Male	Female
#his#	his	her
#Uhis#	His	Her
#him#	him	her
#he#	he	she
#Uhe#	He	She
#name#	Student First Name	

What Akot has achieved

B   I   U   ≣   ≡   ↺   ↻   Toggle HTML   Words:

Prev Comment

2. Assessment and Reporting at Holy Eucharist Primary School

At Holy Eucharist School assessment is the 'ongoing process of gathering, analysing, interpreting and using data about learners' progress and achievement to improve learning[1]. Assessment that is purposeful provides useful information to report credibly to students, parents and caregivers on student achievement. A variety of assessment methods fit for purpose provides teachers with evidence of what students know and can do and their particular strengths and weaknesses.

Teachers can then report to parents on:
- Student progress
- Where students are in comparison to the relevant Standards
- What needs to be done by teachers, students and parents in order to improve the student's learning outcomes.

Information is gathered through assessment which allows for teachers to:
- Make judgements 'against the standards defined for the strands of each curriculum area taught[2].
- 'Design learning and teaching that is differentiated and personalised[3]
- 'Focus on the progression and growth of the whole person[4].

Accurate judgments are made based on evidence and are recorded 'to ensure that expected progress is made over time[5].

[1,3,4,5] Horizons of Hope, Strategy: Assessment in a Catholic School
[2] Reporting Student Progress and Achievement -2017, Guidelines for Victorian Catholic Schools.

3. Reporting - Rationale

"Reporting is the communication of clear and comprehensive information regarding student progress and achievement. Reporting should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest feedback with sensitive communication of strengths and weaknesses.

The reporting process is an integral part of the teaching and learning process, therefore reports are based on a range of assessment processes and evidence such as teacher observation, annotated student work samples, tests, portfolios exhibitions and presentations. These practices along with the *Student Report* enable regular monitoring of student learning and ongoing constructive feedback, with the explicit intention of improving student learning over time."

(From Reporting Student Achievement: Guidelines for Schools 2009-2010 Years P-6 and 7- 10. July 2009)

4. Frequency

Schools must provide a student report at least twice a year to parents/carers for each child at the school.

> **Requirement 1:** Schools must provide a student report at least twice a year to parents/carers for each child at the school.

One of these reports must be issued in the first half of the year. The other report must be issued in the second half of the year.

> **Requirement 2:** Reports must be issued in the first half of the year and the second half of the year.

Reports issued in the second half of the year should be timed to provide parents/carers with an opportunity to discuss the content of the report with teachers and/or school leaders before the school closes for the year.

Schools can choose to provide more than two student reports per year.

Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

5. Accessibility

The report must be provided in an accessible form[2] and be easy for parents/carers to understand and use. This means that the report must focus on what parents want to know and need to know, and use clear and direct language and concise sentences where comments are used. The design and layout of the report must also be accessible.

> **Requirement 3:** Reports must be provided in an accessible form[3] and easy for parents/carers to use and understand.

Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.

> **Requirement 4:** Schools must make provisions to issue reports to more than one parent/carer where family circumstances make this appropriate

6. Curriculum Framework

Schools must report on an approved curriculum framework (ie Victorian Curriculum). This must be a standard framework unless the school has been approved and authorised to implement an alternative framework.

> **Requirement 5:** Schools must report on an approved curriculum framework (ie Victorian Curriculum). This must be a standard framework unless the school has been approved and authorised to implement an alternative framework.

The structures and processes established in your year level *ie: criteria sheets and rubrics,* enable you to judge assessment tasks. Grades are no longer appropriate. All assessment evidence contributes to the final decision about the student's achievement *of* the Standard.

Standard Framework

For each student in Years Prep to 10, the report must include information about the student's progress and achievement during the reporting period. This information must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

> **Requirement 6:** Reports must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

These judgements must be made against the **standards** defined for the strands of each **curriculum area** taught in these subjects.

> **Requirement 7**: Judgements must be made against the standards defined for the strands of each curriculum area taught.

> **Requirement 8:**
> The standard curriculum framework approved use by Victorian Catholic schools are the Victorian Curriculum F-10 including Stage/Levels A to D, the relevant diocesan Religious Education curriculum and the EAL (English as an Additional Language) Developmental Continuum P-10.

The curriculum areas of Religious Education, English, Mathematics and Science must be reported on at least annually. All other curriculum areas must be reported on at least biennially. Schools can choose to report more frequently.

> **Requirement 9:**
> Religious Education, English, Mathematics, Science must be reported at least annually, with all other curriculum areas reported at least biennially.

7. Recording Judgements

Judgements must be recorded for every student, including students for whom modified reporting may be appropriate. Judgements must accurately reflect what a student can independently do, say, make or write. 'Independently' in this context means without the help of a teacher, a parent/carer, another student or a learning support officer.

> **Requirement 10:**
> Accurate judgements must be recorded for every student.

> **Requirement 11:**
> Judgements must be recorded in the format prescribed by the responsible authority.

8. Displaying Judgements: Standard Curriculum

Achievement:

Judgements must be displayed in a way that conveys a student's achievement. Achievement means the years of learning against the standards defined for each curriculum area.

> **Requirement 12:**
> Accurate judgements must be displayed in a way that conveys a students achievement.

English, Health and Physical Education, and Mathematics must be displayed at the strand level. This is because student learning in each strand can be developed independently within its associated curriculum area, and because strands for English and Mathematics cannot be appropriately weighted to come to a single, overall judgement for that area.

All other curriculum areas must be displayed at the curriculum area level.

> **Requirement 13:**
> Achievement for English, Health and Physical Education, and Mathematics must be displayed at the strand level.

> **Requirement 14:**
> All other curriculum areas must be displayed at the curriculum area level.

Where more than one judgement has been made against the same standard in a reporting period, the report must display an aggregated judgement for that standard at the appropriate level. In the past, for example, this was achieved by the inclusion of a summary page on a formal report card.

> **Requirement 15:**
> Where more than one judgement has been made against the same standard in a reporting period, reports must display an aggregated judgement for that standard at the appropriate level.

> **Requirement 16:**
> Where an achievement is displayed graphically, it must be accompanied by a scale

The inclusion of a graphical display that emphasises a student's achievement relative to the continuum of learning in each curriculum area is recommended. This is consistent with the Victorian approach to curriculum and the Catholic sector's particular focus on each student's unique learning and developmental journey.

Progress

Judgements must be displayed in a way that conveys a student's progress since the last time the standard(s) were reported against in the school.

> **Requirement 17:**
> Judgements must be displayed in a way that conveys progress since the last time the standard(s) were reported against the school.

Progress can be displayed graphically or by using a scale. Inclusion of a graphical display that emphasises a student's progress relative to the continuum of learning in each curriculum area is recommended. This is consistent with the Victorian approach to curriculum and the Catholic sector's particular focus on each student's unique learning and developmental journey.

The requirement for progress reporting cannot be met by obliging parents to look up or review a report from the previous reporting period.

Scale

Achievement must be displayed using a five-point scale.

> **Requirement 18:**
> Achievement must be displayed using a five – point scale.

SOURCE: Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

The scale employed for English, Mathematics and Science must be an *age-level-expected scale* indicating if a child is well above, above, at, below or well below the standard expected at the time of reporting.

> **Requirement 19:**
> The scale employed for English, Mathematics and Science must be an age-level expected scale.

Schools can choose to use single words, short phrases, numbers and letters for this scale.

Reading and Viewing	Not Yet Evident	With Teacher Support	Working Towards	Standard Established	Above Expected Level
Locates good fit books for different purposes (5).			✔		
Reads simple chapter books independently and fluently (5).			✔		

To make the report as accessible as possible for parents/carers, the use of an identical scale for English, Mathematics and Science is recommended.

Schools can choose whether to display judgements for the remaining curriculum areas using an age-level- expected scale, or another 5-point scale. To make the report as accessible as possible for parents/carers, the use of an identical scale for these remaining curriculum areas is also recommended. Schools should also consider how they will introduce and explain any new scales to parents, who may be familiar with an age- level-expected scale in all learning areas.

Comparative Performance Reporting

If parents/carers request it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

> **Requirement 20:**
> If parents/carers request it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

SOURCE: Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

9. Format

There is no prescribed format for the report. This means that there is no mandated 'formal report card' that all schools must use.

Reports can be provided on a printed page and/or be shown on a digital page (e.g. in a PDF, on an electronic device).

Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

> **Requirement 21:**
> Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

Support should be provided to support parents/carers to access digital reports in cases where access to the internet is limited or unreliable, or there are low levels of Information and Communications Technology (ICT) proficiency.

10. Victorian Curriculum Progression Points Matrix 2017

NB: Score values with an underline represent a progression point against which there is a written standard.

NB: Num. (numeric) score is behind the scenes in the vendor software *for averaging and rollup purposes.* The Val. (value) is the score displayed to *end users*

5-point age-expected algorithm lookup matrix (A-E)

Victorian Curriculum continua (A-D & F-10)

	Score		Foundation		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10	
Level	Num.	Val.	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End
Beyond Level 10	15.5	11	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Beyond Level 10	15.0	10.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B
Level 10	14.5	10	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C
Level 10	14.0	9.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C
Level 9	13.5	9	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D
Level 9	13.0	8.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D
Level 8	12.5	8	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E
Level 8	12.0	7.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E
Level 7	11.5	7	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E
Level 7	11.0	6.5	A	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E
Level 6	10.5	6	A	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E
Level 6	10	5.5	A	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E
Level 5	9.5	5	A	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E
Level 5	9.0	4.5	A	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E
Level 4	8.5	4	A	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E
Level 4	8.0	3.5	A	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E
Level 3	7.5	3	A	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E
Level 3	7.0	2.5	A	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E
Level 2	6.5	2	A	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E
Level 2	6.0	1.5	A	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level 1	5.5	1	A	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level 1	5.0	F.5	A	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level F	4.5	F	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level F	4.0	0.5	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level D	3.5	D	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level C	2.5	C	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level B	1.5	B	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Level A	0.5	A	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E

F-10 continuum: Beyond Level 10 through Level F
A-D continuum: Level D through Level A

NB: Do <u>not</u> select a score if the subject in your year level has not been taught eg: LOTE or ICT. If this is left blank, then it will not appear on the printed report.

11. Religious Education Renewed Scores (Archdiocese of Melbourne)

RE continuum (E-13)

Curriculum level	Score	Score (numeric equivalent) (backend only)
Beyond Level 13	14	17.0
	13.5	16.5
Level 13	13	16.0
	12.5	15.5
Level 12	12	15.0
	11.5	14.5
Level 11	11	14.0
	10.5	13.5
Level 10	10	13.0
	9.5	12.5
Level 9	9	12.0
	8.5	11.5
Level 8	8	11.0
	7.5	10.5
Level 7	7	10.0
	6.5	9.5
Level 6	6	9.0
	5.5	8.5
Level 5	5	8.0
	4.5	7.5
Level 4	4	7.0
	3.5	6.5
Level 3	3	6.0
	2.5	5.5
Level 2	2	5.0
	1.5	4.5
Level 1	1	4.0
	F.5	3.5
Level F	F	3.0
	0.5	2.5
Level PF	PF	2.0
	E.5	1.5
Level E	E	1.0
	PE	0.5

12. Reporting Stage/Levels A to D (Students with Disabilities)

While most students with disabilities can engage with the Victorian CurriculumF−10 curriculum provided reasonable adjustments are made, for students with a significant intellectual disability, additional curriculum materials may be required. The Towards Foundation Level Victorian Curriculum materials provides this cohort of students with access to content descriptions and achievement standards to support their progress towards the learning described at Foundation level.

Towards Foundation Level Victorian Curriculum focuses on a progression of learning from pre-intentional to intentional. Set out in four stages, students develop their independence as they explore, participate and engage in the world around them. As students progress through these stages, the amount of support decreases as they proceed towards becoming independent learners. For English, Mathematics, Science and History, the four stages are referred to as 'Levels A to D (Students with Disabilities)' and are integrated directly into the Victorian Curriculum. Towards Foundation material for the remaining Victorian Curriculum curriculum areas are located under the relevant domain's 'Diversity of Learning' section on the Victorian Curriculum website.

Years of Schooling (Nominal Grade)	Years of Learning	
NA	**Level A**: Beginning to Explore	*Towards Foundation Levels*
	Level B: Active Exploration	
	Level C: Intentional Participation	
	Level D: Building Independence	
Prep	F	**Victorian Curriculum Levels**
1	1	
2	2	
3	3	
4 etc.	4 etc.	

Table 1: Relationship between years of schooling and years of learning in the Towards Foundation Level Victorian Curriculum and the Victorian Curriculum.

For further information, see the *Students with Disabilities Guidelines.*

13. Reporting on the EAL Developmental Continuum P–10

The EAL Developmental Continuum P–10 should be used for the sub-set of students who are learning English as a second or additional language (EAL) for whom the use of English standards would not give an accurate reflection of their learning.

There are three stages to the *EAL Developmental Continuum P–10:*

Lower Primary (Years P to 2):   A1   A2

Middle/Upper Primary (Years 3 to 6):   BL   B1   B2   B3

Secondary (Years 7 to 10):   SL   S1   S2   S3   S4

As EAL students learn more English, their learning begins to correspond to the English standards. If an assessment of an EAL student on the English standards is within acceptable year level parameters, then it is time to start using the English standards for assessing and reporting progress. If not, then the EAL standards should continue to be used.
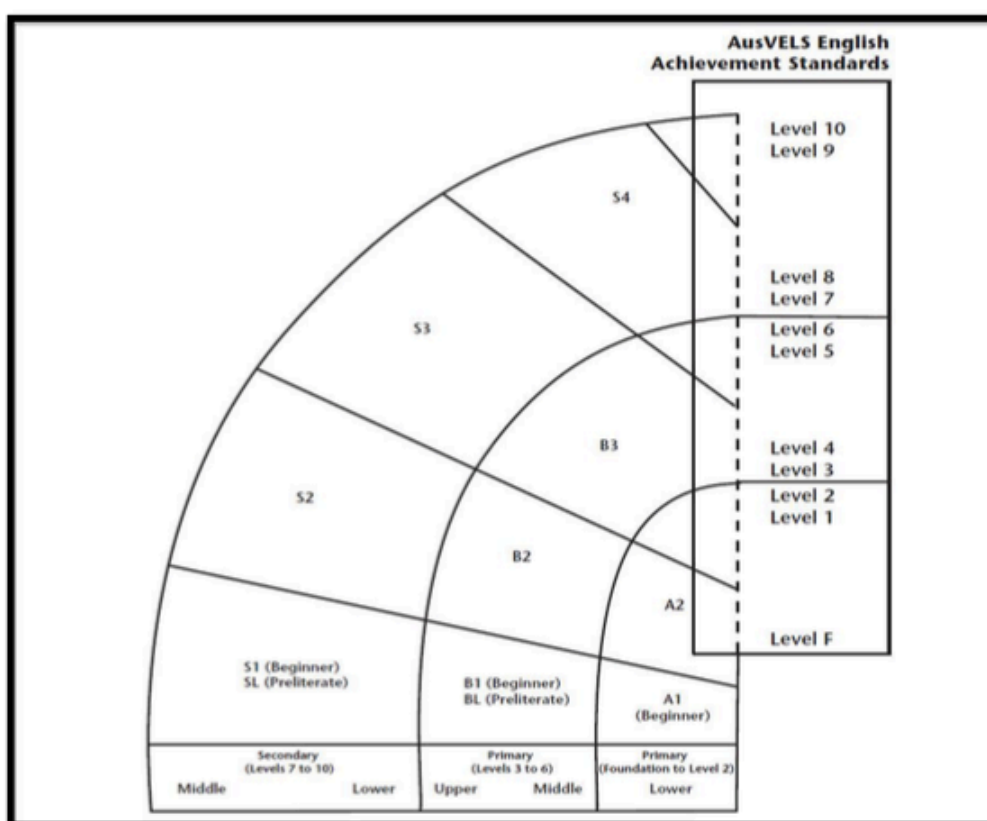

Figure 1: Relationship between the stages of the EAL Developmental Continuum and the Victorian English standards.

An 'expected' progression of learning exists between EAL Stage A2 and English Levels F, 1 and 2.
An 'expected' progression of learning exists between EAL Stage B3 and English Levels 3, 4, 5 and 6.
An 'expected' progression of learning exists between EAL Stage S4 and English Levels 7, 8, 9 and 10.

See also the ***English as an Additional Language (EAL) Companion***.

14. Comments

Comment writing is the most crucial part of the report writing process. Student Reports were introduced to parents and caregivers to provide clearer and more consistent information about the child's progress against state wide standards.

Our challenge is to provide all the relevant detail about a student's progress in language parents and caregivers can understand. 'The design and layout of the report must also be accessible'.

Comments need to be:
- Clear
- Concise
- Comprehensive
- Consistent

Specialist educational terms, jargon, acronyms (eg. ILP, RR) and colloquial language should be avoided. Parents, caregivers and students should be able to identify areas

Comment Writing

- The first sentence of the comment should include the student's name.
- If the student usually uses an abbreviated version of his/her name (eg. Liz, Maddie), when you first use the student's name put it in full, but in brackets immediately after put the abbreviated version and then continue to use that throughout the report.
- Use the student's name first, then the pronouns he or she for a maximum of three times, then use the name again.
- Comments should be positively phrased and encouraging.
- Comments should be written in full sentences, in language that could be easily understood by the majority of parents
- Comments should be appropriate for the section of the report and you should avoid comments that only refer to task completion and do not provide an evaluation.
- Comments should be consistent with the progression points and work habits.
- Do not write 'X has achieved the required standard for this semester' or any similar sentence at the start of the comment. This is already evident in the progression points indicated at the top of the report... no need to repeat.
- It is **not acceptable to make the same comment about every student or use the same basic comment with only minor variation**. In the past, some children from the same family have received the same comment, with only a name change, therefore watch out for family members and friends!
- **Avoid writing student comments in point form.**
- One or two sentence comments are highly inappropriate! You have been teaching the child for a semester and should have more to say than that.
- Avoid terms that indicate value judgements about the students' personality eg. quiet, rowdy, lazy, pleasant, well-behaved, etc
- Avoid using comments such as 'X is a pleasure to teach'. While this may be so, the teacher's responsibility is to report on the learning of the student. Also avoid the use of comments such as 'well done', congratulations' etc

- Avoid predictions eg. "He will do well in History if he...."

Areas for Written Comments:
Written comments are required in the following sections:

- **English**
- **Mathematics**
- **Final Comment** *(Last page)*

	Learning Area: English *(At least 100 words in total – 90 min, 110 max)*
What the student has achieved in English. *(1ˢᵗ paragraph)*	In the first paragraph, written comments need to be phrased in a **positive and affirming way.** Identify what the student **'can do'** in relation to the 3 Modes (*ie Reading and viewing, Writing, Speaking and Listening*). In the first paragraph, **do not** mention aspects that the student has not achieved. Comments should be written in the past and/or present tenses. Comments should refer to each of the 3 Modes. As this paragraph addresses achievement in English, comments about assessment tasks and other assessments need to be used as illustration and evidence only and should not form the sole content of the comment.
Areas for improvement/ future learning in English. *(2ⁿᵈ paragraph)*	Comments written in this paragraph should indicate what the student could or should do to improve in English. Information in this section needs to provide a clear picture of important next steps for the student. Avoid long lists of areas for improvement and future learning and instead focus on what is critical. Identify two or three key improvement strategies.

Example:

Year 4 English - Semester 1

Stephen continues to read with enthusiasm, and can readily explain the main ideas in the books he reads, as well as predict what might happen next. In his oral report on 'families' he showed that he can speak clearly, as well as keep his audience interested. In writing Stephen is beginning to use a wider range of sentences with more accurate punctuation. However, he needs to improve his use of tenses, and continue to widen the range of sentence structures that he uses. Stephen needs to listen to and contribute to conversations and discussions to share information and ideas.

	Learning Area: Mathematics *(At least 100 words in total – 90 min, 110 max)*

What the student has achieved in Mathematics. *(1st paragraph)*	In the first paragraph, written comments need to be phrased in a **positive and affirming way.** Identify what the student **'can do'** in relation to the Strands (*eg Number and Algebra, Measurement and Geometry, Statistics and Probability*). In the first paragraph, **do not** mention aspects that the student has not achieved. Comments should be written in the past and/or present tenses. Comments should refer to each of the Strands. As this paragraph addresses achievement in Mathematics, comments about assessment tasks and other assessments need to be used as illustration and evidence only and should not form the sole content of the comment.
Areas for improvement/ future learning in Mathematics. *(2nd paragraph)*	Comments written in this paragraph should indicate what the student could or should do to improve in Mathematics. Information in this section needs to provide a clear picture of important next steps for the student. Avoid long lists of areas for improvement and future learning and instead focus on what is critical. Identify two or three key improvement strategies.

Example:

Year 4 Mathematics - Semester 1
Stephen has shown great improvement in his mental Mathematics and counting abilities. He can now add and subtract numbers to two decimal places, and add and subtract simple fractions. Stephen has developed efficient mental and written strategies and uses appropriate digital technologies for multiplication and for division where there is no remainder. He used scaled instruments in Measurement and Geometry to measure and compare length and capacity and used simple legends and directions to interpret
 information on a basic map. In Statistics and Probability, Stephen collected data but needed assistance in organising them into categories which were to be displayed in a picture graph.

	Final Comment *(At least 150 words in total – 140 min, 160 max)*

What the student has achieved in the Content Domains and the Personal Capabilities. *(1st paragraph)*	Written comments in the first paragraph need to be phrased in a **positive and affirming way.** Identify what the student **'can do'** in relation to the Content Domains (*eg Humanities, Science, Health, Design and Technologies*) and the Personal Capabilities (*eg Personal Learning, Interpersonal Development*). In the first paragraph, **do not** mention aspects that the student has not achieved. Comments should be written in the past and/or present tenses and should refer to each of the Strands. As this paragraph addresses achievements, comments about assessment tasks and other assessments need to be used as illustration and evidence only and should not form the sole content of the comment.
Areas for improvement/ future learning in the Content Domains and the Personal Capabilities	Comments written in this paragraph should indicate what the student could or should do to improve in these areas. Information in this section needs to provide a clear picture of important next steps for the student. Avoid long lists of areas for improvement and future learning and instead focus on what is critical. Identify two or three key improvement strategies.

Example:

Year 4 Final Comment - Semester 1

In Science, Stephen has shown he can use measuring equipment accurately, and that he is able to draw sound conclusions from his observations. When using ICT, Stephen is able to choose appropriate search engines on the internet and can do advanced searches very quickly to locate specific information. In Civics and Citizenship Stephen produced a poster that showed he has a clear understanding of why it is important to look after our environment. Stephen participates enthusiastically in team problem solving activities, provides reasons for the ideas that he presents, and listens attentively to the ideas of others. Stephen has successfully led a small team of students to set classroom goals and procedures this semester that will improve our learning environment. When completing set projects at home during the semester, Stephen needs to focus on planning before he begins his work, and thinking through how he can present his information creatively. He also needs to make sure he hands in his assignments on time.

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15. Grammar and Spelling

The following style requirements apply for comment writing. A style guide such as this is never definitive or universal but is designed to attempt to ensure consistency of:

MEANING, i.e. Is the message clear, is there no confusion as to what is being said, is it appropriate?

and

READABILITY, i.e. Is the message presented so that it can be read easily and without pause?

16. Conventions

If evidence from assessment tasks is needed to illustrate comments about achievement of the Standards, then the following conventions apply.

9. Upper/lower case is used for the titles of assessment items. A capital letter should be used for all words in titles excluding articles, conjunctions and prepositions, i.e. Test on the Hebrew Scriptures; Atlas Research Assignment: Around the World. The same rule applies for the titles of texts, i.e. 'Looking for Alibrandi'.

10. Text and film titles in single inverted commas, e.g. 'Animal Farm'

11. Since the comment is a formal piece of writing, no abbreviations should be used eg. 'is not' instead of isn't', 'does not' instead of 'doesn't'

12. Capital letter should be used for:
    - Titles of teams, activities, extra-curricular groups and other organisations within the school, e.g. Backstage Crew, Swim Team, etc.

    - Brand names, e.g. Excel, Word, PowerPoint
    - Titles of events, e.g. World Cup, Olympic Games, Melbourne Festival
    - Subject titles, e.g. Physics, Archaeology, etc.
    - Semester 1/2, Term 1/2, e.g. She worked well in Semester 1.

13. Lower case for semester when used as a common noun, e.g. He worked well during this semester. Lower case also for the names of sports unless part of a title, e.g. netball, soccer, etc

14. Numbers 10 and above should be spelt out, however, Grade 6, Year 7 etc, Unit 1, Outcome 1 etc. Any number being used at the beginning of a sentence should be spelt out.

15. Commas are used to:
    - avoid ambiguity e.g. *striking, scooping, catching and passing, and pitching.* separate items in a simple list e.g. *jumping, running, catching and throwing.*
    - for non-defining clauses and phrases e.g. *The printmaking unit, completed in Term One, consisted of three tasks.*
    - after an introductory subordinate clause e.g. *Despite missing the first part of the term, Danielle. . ..*

- enclosing parenthetic expressions e.g. *Her reading comprehension, which was limited at the start of the semester, has gradually improved.'*

16. Punctuation:
   - Full stop and comma to be followed by a single space.
   - An apostrophe indicates possession and omission, e.g. *Sarah's work hasn't been handed in.* It never indicates plural and is not needed when a word ends in a vowel, i.e. photos not photo's. Where the noun is plural the apostrophe follows the 's'. i.e. all the students' exercises. When a word ends in 's' and possession is to be shown the apostrophe follows the 's', e.g. James'. **It's** is a contraction of **'it is'**: eg. 'It's going to be difficult'; **Its** is possessive: eg. 'The server has reached its capacity'.
   - In general, use of the hyphen is best kept to a minimum and applied only in cases where ambiguity will occur. Where an official document is being quoted or referred to, apply the house rule.

   - Practice is the Noun and Adjective and Practise is the Verb. 'She improved during the practice rounds ...' 'She needs to practise more consistently.'
   - Effect is the Noun and Affect the Verb.
     'The effect of missed classes was noticeable . . .'
     'Interruptions affected her work.'

10. <u>Dis</u>interested is impartial. <u>Un</u>interested is not showing any interest.

11. The split infinitive has been accepted by the Australian Style Council-so who are we to argue? e.g. to thoroughly research, to carefully check

12. Do not end a sentence with a preposition, i.e. in, to, for, from etc.

14. Spelling - Please be careful of the spelling of certain words as follows: commitment, committed, conscientious.

There are some words where the preferred spelling would be as follows:		
artwork	fundraising (one word)	program (***not programme***)
benefited	homework	proofreading
classroom	inattentive	re-read
co-curricular or	interschool	role-play
cocurricular	misspelled	spreadsheet
complement	modelled	targeted
non-routine	oral work	upcoming
cooperative ***(no hyphen)***	podcast	workbook
decision making	proactive	written work
focused	problem solving	

Some other words and titles where consistency is required:		
CD- ROM Dance program Discipline policy eLearning Excel for example *(NOT eg)*	iMovie Inquiry project Internet iPod Mac Laptops Outcome 1, Outcome 2 Peer Support program PowerPoint *(cap in middle)*	Unit 1, Unit 2 weblog *(don't use the word BLOG)* website WebQuest *(cap in middle)* Westpac Wiki

Prep, Grade 1, Grade 2, Grade 3 and so on

➢ **Other things to watch out for:**

- Use the Spell Check after completing every comment and at the conclusion of each report writing session
- **If copying and pasting names / comments ensure that the correct name is being used.**
- Make sure there is a full stop at the end of the last sentence of the comment.
- Watch out for there / their / they're.

17. Proofreading & End Stage

Proofreading of individual reports is ultimately the responsibility of the individual teacher, however there will be three stages in our proofreading process to ensure a very high standard of reports going home to parents.
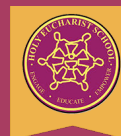
- **Stage 1** - individual teachers proofread own reports

- **Stage 2** - individual teachers ask a colleague to proofread their reports

- **Stage 3** –The principal/leadership team.

- Teachers are to make whatever arrangements best suit them to ensure reports are proofread by a colleague prior to the due date and in time for completion. Please give your colleague sufficient time to proofread your reports. **The night before they're due is not appropriate!**

- The Proofreading Checklist must be completed for each class and submitted to the principal (Jeff Parker) by the due date *(see Timeline, next section).*

- Whilst individual proofreading may place additional demands on staff at the initial report writing stage, the submission of well written, well proofread reports will be the best way of alleviating the pressure of undue work and stress at the very end of term.

➢ **Signature & Date**

The report is a formal document **which needs to be signed by the teacher**. It is **not acceptable for teachers to initial reports**. Teachers are required to sign reports above (or next to) the date.

To be completed by the teacher and the proofreading buddy (STAGE 2).

TEACHER:_____   CLASS:_____

PROOF READING BUDDY:_____

Proof-reader, please tick this checklist after you have proofread the reports:

☐   Student's name is spelt correctly and consistently throughout the report.

☐   Spell check has been used.

☐   All the comments are consistent with the Holy Eucharist School Style Guide.

☐   The English comments are appropriate and identifies student achievement and areas for improvement.

☐   The Mathematics comments are appropriate and identifies student achievement and areas for improvement.

☐   The Final comment identifies student achievement and areas for improvement in relation to the Content Domains and the Capabilities.

☐   The comments are consistent with the Progression Points and Work Habits.

_____
Proof-reader's signature

The Proof-reader is to return this signed Checklist together with the reports

I *(class teacher)* have read this checklist and made the appropriate amendments where needed.

_____   _____
**Class Teacher's signature**   **Date**
The Class Teacher is to return this signed Checklist together with the reports to the principal (STAGE 3).

18. Proof Reading Buddies for Semester 2, 2017

GRADE:	CLASSROOM TEACHER	BUDDY TEACHER
PREP	MARY JAMES	WALLY
	SHARON BONNICI	AARON
	NATALIE KRANJEC	JOANNE
GRADE 1	ANITA BISON	BELYNDA
	AARON CAREY	SHARON
	HARRY HERRERA	JO D
GRADE 2	STEPHANI OGNENOVSKI	THILINI
	JULIE MURNANE	ERIN
	SHALINI DOS SANTOS	JULIE S
GRADE 3	JO DRAGOVIC	HARRY
	ANGELA LOPEZ	JACKIE
	JULIE SEMCESEN	SHALINI
GRADE 4	ERIN MCNALLY	JULIE M
	THILINI NANAYAKKARA	STEPHANI
	CLARE CHRISTIE	BRUNO
GRADE 5	BRUNO PELLASCHIAR	CLARE
	BELYNDA HORNE	ANITA
GRADE 5/6	WALLY ANTONOWICZ	MARY J
GRADE 6	JO STEAD	NATALIE
	JACKIE DABAL	ANGELA L

19. Timeline for Semester 2, 2017

Reports are accessible on the Holy Eucharist Homepage	Friday 27th October 2017
Report Writing Day *(Closure Day)*	Monday 6th November 2017
Proofreading of your buddy's reports and completion of checklist. *(During staff meeting)*	Wednesday 22nd November 2017
Reports and checklist submitted to Jeff	Friday 24th November 2017
Reports and Assessment Portfolios go home	Friday 8th December 2017
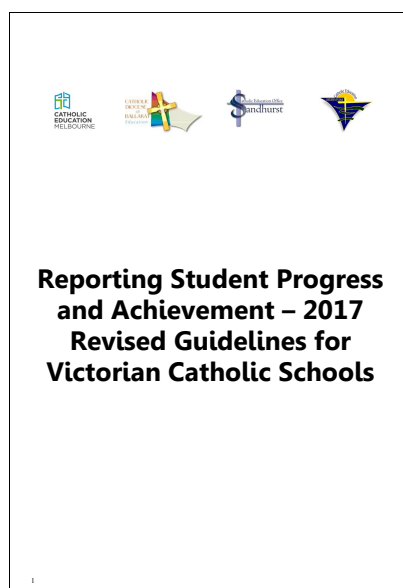
Reporting Student Progress and Achievement – 2017 Revised Guidelines for Victorian Catholic Schools

Information contained in the Holy Eucharist 2017 Style Guide was sourced from:
Reporting Student Progress and Achievement – 2017, Guidelines for Victorian Catholic Schools

APPENDIX 4: HOLY EUCHARIST SCHOOL – ASSESSMENT SCHEDULE

HOLY EUCHARIST ASSESSMENT SCHEDULE 2018

(DRAFT)

VIC Curriculum Mode / Substrands	Assessment	Time allocation	Type	Instructions
Reading & Viewing	**Alpha Assess** / Running Records / CEOM Directive / *Beginning of year testing day priority*	10 - 30 mins – release	Diagnostic & Summative	Once student reaches L28, transfer to BAS Fountas & Pinnell. Students new to school must be assessed on PM Readers to get a reading level. If student is L28 then assess them on Alpha Asess in term 4
Reading & Viewing	PM Readers / Running Records / Any student under L28	20 mins / in class	Formative	Once student reaches L28, refer to BAS Fountas & Pinnell
Reading & Viewing	BAS Fountas and Pinnell	30 - 40 mins / release term 1 & 4	Diagnostic, Formative & Summative	For all Yr 3-6 students and once a student reaches Level 28 (P-2). New students entering from Yr 3-6 begin with a 'where to start' assessment to determine level.
Reading & Viewing	Concepts about Print C.A.P. / Marie Clay	15 mins	Diagnostic & Summative	If student scores : / <5 Reading Lvl at EOY grade prep / <16 Reading Lvl at EOY in grade 1 / To be carried out by intervention team after Yr 1
Reading & Viewing	Letter ID / Decode and Encode	10 mins	Diagnostic	If student scores 54, no need to retest / Please use same recording form – read, write and provide sounds for all upper and lower case letters / If student is at risk, test will be carried out by intervention team from yr 1 onwards (Decode and Encode)
Reading & Viewing	NAPLAN	Refer to Naplan	Summative	Sat as a whole class in the computer lab. 15-25 May
Reading & Viewing	Pat - R	40 mins	Summative	Sat as a whole class in the computer lab. Exemptions can be assigned
Writing	South Australian Spelling Test	30 - 40min	Formative & Summative	Refer to scale to calculate reading age. Can be administered as a whole class.
Writing	Writing moderation	30-40min Writing Time	Formative	Students complete a piece of writing in class. Moderation takes place in PLT - 1 hour. Use AUSvels Rubric
Writing Vocabulary	Writing Vocabulary / Marie Clay	10 mins	Formative	Students to be tested as a whole class or in small groups. Use 'Oxford 100 Most used words' as a prompting guide
Speaking & Listening	Record of oral Language / R.O.L. / CEOM Directive	15 mins	Diagnostic, Summative	Must be conducted in quiet room. P-2 mandatory 3-6 any student below 32
Speaking & Listening	Phonics Assessment / SPAT -R / Grades 1-4	15 mins	Formative	Child who scores- / <16 at end of prep / <33 in grade 1 / <
Speaking & Listening	Phonics Assessment / SEAPART / Prep only	15 min	Diagnostic	Beginning of year testing day priority

Due dates for data-
Term 1 : 1st Friday March
Term 2 : 1st Friday June
Term 4 : 1st Friday December

HOLY EUCHARIST SCHOOL – ASSESSMENT SCHEDULE 2018 MATHEMATICS

	BEGINNING OF TERM 1	TERM 2 (MAY)	TERM 3 (OCTOBER)	TERM 4
PREP	• **LFIN: Foundation Assessment 1** Westwood +/-	• **June: Foundation Assessment 1 Or 2 Early Number Assessment** (3a, 3b If Necessary)		• **Foundation Assessment 1 2 Early Number Assessment** 3a, 3b, 3c As Required • **Westwood +/-**
ONE	• **LFIN: 2 Early Number Assessment 3a, 3b, 3c As Required** Westwood +/-	• **June: 2 Early Number Assessment** 3a, 3b, 3c As Required		• **2 Early Number Assessment 3a, 3b, 3c** As Required • **Westwood +/-** • **PAT 1**
TWO	• **LFIN: Assessment 3a, 3b, 3c** Westwood +/-			• **LFIN: Assessment 3a, 3b, 3c** • **Westwood +/-** • **PAT 2**
THREE	• **New Wave Mental Maths Interview** (Norman Prompts)	• **Targeting Maths** – NAPLAN Practise Test • **NAPLAN**		• **PAT 3**
FOUR	• **New Wave Mental Maths Interview** (Norman Prompts)			• **PAT 4**
FIVE	• **Targeting Maths** – NAPLAN Practise Test • **New Wave Mental Maths Interview** (Norman Prompts)			• **PAT 5**
SIX	• **New Wave Mental Maths Interview** (Norman Prompts)			• **PAT 6**

ONGOING ASSESSMENTS:
It is an expectation that at all Year Levels, teachers Pre Assess and Post Assess their students in Mathematics Units that are covered throughout the year.

STEP 1. INITIAL TESTING OF <u>ALL</u> STUDENTS

It is an expectation that at all Year Levels, teachers Pre-Assess and Post-Assess their students in Mathematics Units that are covered throughout the year.

PAT MATHS TESTING INSTRUCTIONS
All testing should be finished prior to mid-year and end of year reports. Use your class computer time to test students.
Using the class **TRACKING SHEET** – refer to each student's last test result to determine which test to assign.
Check that all students have been assigned tests – check on a class list.

UNASSIGNING TESTS
Make sure that any tests the students have not sat for in the past have been **unassigned** unless they are tests which match the students achievements**.**

All students in Year Levels must be allocated and sit for the tests specified below in the table.
Test 1 contains 30 questions – October Year 1,
Test 1 contains 30 questions – October Year 1,
Test 2 contains 30 questions – October Year 2
Test 3 contains 35 questions – October Year 3
Test 4 contains 35 questions – October Year 4
Test 5 contains 35 questions – October Year 5
Test 6 contains 40 questions – October Year 6
Test 7 contains 40 questions – October Year 7
Test 8 contains 40 questions – October Year 8
Test 9 contains 40 questions – October Year 9
Test 10 contains 40 questions –October Year 10

The table below shows the relationship between stanines and percentile ranks.

Normative description of student achievement	Stanine	Corresponding percentile rank	Percentage of students
Very high	9	96 and above	4
High	8	89–96	7
Above average	7	77–89	12
Average	6	60–77	17
Average	5	40–60	20
Average	4	23–40	17
Below average	3	11–23	12
Low	2	4–11	7
Very low	1	0–4	4

STEP 2.

FURTHER TESTING OF STUDENTS AFTER INITIAL TESTING

1. **VERY IMPORTANT** When analysing student data make sure you are comparing the students results to the Year Level Test

    A CHECKLIST ARE LOCATED IN THE MATHS FOLDER

2. **VERY IMPORTANT:** Use the provided **CLASS PAT MATHS RECORDING SHEET** to document all tests that the students sat for.)

- Students who achieved a High or Very High Stanine 8 or 9 result – assign them the next test.
- Students who achieved Stanines 3 to 7 sit for the same test previously attempted.
- Students who achieved a Low or Very Low Stanine 1 or 2 result – assign them the previous test

Using the method above to allocate students tests will ensure each student is given a fair opportunity to achieve a reasonable expectation of improvement from one year level to the next of about 5 units **although some may not.**

NEW STUDENTS
Notify Numeracy Leaders if you have new students to the school so they can be enrolled into PAT – they should start by doing the test recommended on the testing schedule.

Test new students within the first 2 weeks of arriving at our school to assess their mathematics knowledge.

RETESTING STUDENTS
Use the table below to allocate or reallocate tests to students who
1) Achieved a Stanine 8 or 9 High or Very High result – assign these students the next test.
2) Achieve a Stanine 1 or 2 Low and Very Low result – assign these students one test below.

VERY IMPORTANT
When analysing student data make sure you are comparing the student's results to the Year Level Test or Student Year Level where possible.

STUDENTS WHO ARE ABSENT DURING TESTING TIMES:

Teachers are also responsible for making sure that any student who was absent during testing times sit for **all** allocated tests when they return to school.

If they are absent in November and don't return until the beginning of the next year, then they must sit for their allocated tests in February.

Allocate tests will ensure each student is given a fair opportunity to achieve a reasonable expectation of improvement from one year level to the next of about 5 in Scale Score **although some may not.**

RECORDING STUDENTS RESULTS ON THE TRACKING SHEET.

After testing the students, teachers then record the students results on the Tracking Sheet located in their Grade Level Folder.

1. Record the stanine achieved in the Test the student completed.

2. Colour each box according to the criteria below.

	ABOVE STANDARD
	AT STANDARD
	BELOW STANDARD

PAT TEACHER LOGIN	PAT STUDENT LOGIN	SPA TEACHER LOG IN *(Do not use Google Chrome for SPA)*
http://oars.acer.edu.au/holy-eucharist-primary-school	http://oars.acer.edu.au/holy-eucharist-primary-school	https://www.studentperformanceanalyser.com.au/spa.php
holyeuch	USERNAME	hestalbs

INSTRUCTIONS FOR ASSIGNING TESTS AND ACCESSING PAT TESTING DATA

1. Go to https://oars.acer.edu.au/holy-eucharist-primary-school

2. Log in with the

USER NAME: holyeuch

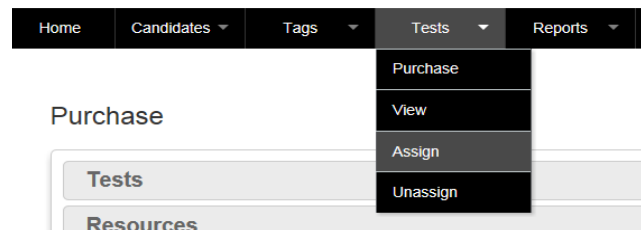**PASSWORD:** oleander1281
(This is the admin log in.)

     ↵**TESTS**
     ↵**ASSIGN TESTS**

- Please check that you select Pat Maths Test and all the students in your Year Level.

- Assign the tests to your students.

GENERATING REPORTS
(You need to check last year's test results or look at new reports after students have completed their tests)

Click on **REPORTS / STANDARD**
PAT MATHS / LAST 6 MONTHS / YEAR LEVEL/ GENERATE REPORT

***** The above instructions / procedures can be used to assign tests and generate reports for any Pat Tests.

The EAL Developmental Continuum.

The EAL Developmental Continuum P–10 should be used for the sub-set of students who are learning English as a second or additional language (EAL) for whom the use of English standards would not give an accurate reflection of their learning.

There are three stages to the *EAL Developmental Continuum P–10*:
- Lower Primary (Years P to 2):   **A1   A2**
- Middle/Upper Primary (Years 3 to 6):   **BL   B1   B2   B3**
- Secondary (Years 7 to 10):   **SL   S1   S2   S3   S4**

Criteria for students being placed on the EAL continuum.

1. New Arrivals – Must be on continuum.
2. Any EAL background student who is being referred. Any child referred for speech (Oral language) +EAL
3. Students funded under severe language disorder + E.A.L. background = Must be on continuum.
    No EAL background then no continuum *(This is learning need and not a EAL language need)*
4. EAL students who are working significantly below Ausvels standard. As EAL students learn more English, their learning begins to correspond to the English standards.

Scores used to identify students to be plotted on the continuum:	TEXT LEVEL	ROL	WRITING
Grade PREP	**Level 0**	**<8**	**Refer to the relevant progression points in AusVELS**
Grade 1	**<Level 5**	**<13**	
Grade 2	**<Level 10**	**<16**	
Grade 3	**<Level 15**	**<20**	
Grade 4	**<Level 20**	**<20**	
Grade 5	**<Level 20**	**<20**	
Grade 6	**<Level 20**	**<20**	

- *These scores are to be used as indicators only. Scores are not to be looked at in isolation rather they should be used to create an overall profile of English development.*
- *Teachers' observations, anecdotal notes as well as work samples should also be used as evidence to justify their judgement for placing students on the continuum or marking students against AusVELs achievement standards.*
- *If an assessment of an EAL student on the English standards is within acceptable year level parameters, then it is time to start using the English standards for assessing and reporting progress. If not, then the EAL standards should continue to be used.*

NB: No student is to be taken off the continuum without consultation with the Leadership team.

EAL CONTINUUM
How we address the needs of our EAL students at Holy Eucharist:

LANGUAGE NEEDS

Who?

EAL (Refugee status)

How?

Phase 1:
1:1 Withdrawal

Phase 2:
Withdrawal in small groups (by EAL teachers)

Phase 3:
In class support to provide scaffolding for EAL learners. Classroom teacher supported by EAL teacher for Curriculum modification and help with differentiation.

LEARNING NEEDS

Who?

EAL + Special Needs

How?

Identifying students needs through appropriate assessments

Speech Programs recommended following assessments

- In class support for students through ILP goals and modified literacy activities.
- Withdrawal in small groups by EAL teacher to support classroom programs.

A referral is made for any EAL student who has not made expected progress on the EAL continuum