Reporting in 2006

This year, all schools should have planned and implemented curriculum that will give their students the opportunity to meet the Essential Learning Standards in the domains of English and Mathematics. Implementation of these two domains is the minimum requirement of implementing the Victorian Essential Learning Standards in schools in 2006. Many schools will also choose to implement other domains this year.

As the end of semester approaches, schools are reminded that they are required to report student achievement against the standards for English and Mathematics. For other areas of learning, schools may choose to report against a combination of the Essential Learning Standards and the CSF.

DE&T software rollout and training
Training in using the DE&T reporting software developed by Semaphore Consulting Pty. Ltd. is currently underway and will be completed by 28 April. Training for schools wishing to use the DE&T supplied reporting software in 2007 will be provided in semester 2.

Commonly asked questions
The most commonly asked questions about implementation of new student reports have been answered on the Student Reports website. A selection of these appears below. http://www.sofweb.vic.edu.au/studentreports/qa/index.htm

Why include A-E ratings on the New Student Report Cards?
At present, schools report students’ progress in a range of different ways. Some schools use marks, others use letters or words (‘B’, ‘C’, ‘E’ or ‘beginning’, ‘consolidating’, ‘established’), others use descriptive paragraphs. Some schools already use an A-E scale to report to parents, but the way the A-E ratings are allocated, and the meaning attached to them can vary from one school to another.

Parents have indicated in state and national consultation forums that the different reporting scales currently used by schools are confusing. They want a clearer and more consistent indication of the progress their child has made against common statewide standards.

The use of a five-point scale is also one of the conditions set by the Commonwealth Government for the provision of funding to schools.

The introduction of the A-E scale linked to the standards on the New Student Report Cards will mean that all Government schools in Victoria (with the exception of some specialist setting schools) will be using the same approach to reporting student progress. The A-E ratings will have the same meaning from school to school, and they will be used to report student progress against the same standards.
What exactly do the A-E ratings mean?
A ‘C’ rating means that a child is at the standard expected at the time of reporting and that his or her learning is on track. A ‘B’ rating means that a child is above the standard expected for their year level at the time of reporting. An ‘A’ rating means a child is well above the standard expected for their year level at the time of reporting. A ‘D’ rating means a child is below the standard expected, and an ‘E’ rating well below the standard expected for their year level at the time of reporting.

Won’t the change to new A-E ratings be confusing?
The meaning of the ratings may be new, but understanding the meaning of one set of ratings, will be more straightforward for parents than having to understand quite different sets of meanings and approaches if a child moves from one school to another.

There are two key aspects to the new A-E ratings that it is essential for parents to be clear about:
- A ‘C’ does not mean achievement is ‘just adequate’. It indicates that a child has met the state-wide standard expected of children of their age at the time of reporting and their learning is firmly on track.
- Changes in the way achievement is reported may make it seem as if a child’s achievement has changed, when in fact it has not. This may be the case if a school currently uses an A-E scale to report progress in years P-10, but with a different set of meanings. The teacher comments on the report card will make the children’s progress and achievement clear, but the school will also need to be able to explain and show how the new A-E scale compares with the A-E scale they have been using until now.

How do I provide more detailed feedback to students?
For information on ways of providing more detailed and meaningful feedback to students that will help them understand key aspects of what they have achieved, as well as plan for further learning, refer to the Assessment Professional Learning Modules. The modules can now be downloaded. Modules 2, 3, and 4 include strategies for providing more effective feedback to students in the context of assessment for, of, and as learning.

Commercial Software Compliance
A process is being developed to provide commercial suppliers of reporting software with the opportunity to confirm that their software conforms with DE&T requirements. Schools should note that they can expect to be able to ask suppliers about compliance with DE&T requirements from 17 May onwards, not 1 May, as previously advised. For further information contact assessment.reporting@edumail.vic.gov.au.
**Teacher Professional Leave: Applications for the 2006/7 Round close on 5 May 2006**

Teacher Professional Leave acknowledges the important contribution of teachers in delivering improved outcomes to students by providing teachers with flexible opportunities for sustained professional learning. The reform strategies within the *Blueprint for Government Schools* aim to close the achievement gap. Teacher Professional Leave aims to reduce between-classroom differences by building classroom teacher capacity.

The impact of Teacher Professional Leave on teachers has been overwhelming. The following two comments are reflective of teachers’ experiences, “what a fantastic opportunity to develop professionally”, and Teacher Professional Leave is an “affirmation that what we are doing is valuable”.

A team of three teachers at Castlemaine North Primary School used Teacher Professional Leave to build their knowledge and develop expertise to drive whole school curriculum change. The focus of their Teacher Professional Leave has been the implementation of the Victorian Essential Learning Standards and the development of integrated inquiry units throughout the school. The team as the drivers of whole school learning were, in essence, powerful change agents. They found that the learning was not isolated to them but benefited all teachers. Teacher Professional Leave has provided the “time to reflect, time to investigate” - a vital ingredient in bringing about meaningful whole school change.

**Individuals or teams of classroom teachers can apply to take Teacher Professional Leave between 3 July 2006 and 29 June 2007.**

Teacher Professional Leave provides teacher release support for teachers, including each teacher who has applied as part of a team, for a minimum of 20 days (four weeks) to a maximum of 50 days (ten weeks).

FS1 Student Learning Professional Learning Package

The three day training program for school curriculum/professional learning leaders is currently being delivered in regions. There has been a lot of positive feedback about the components of the package – the Curriculum Planning Modules, the Assessment Professional Learning Modules and the PoLT Online Resource. Participants are finding the training valuable for becoming familiar with the resources and planning long term professional learning to support their staff in implementing the FS1 initiatives.

There are still some places available in the following Professional Learning Package programs:

<table>
<thead>
<tr>
<th>Region</th>
<th>Program</th>
<th>Dates</th>
<th>Venue</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMR</td>
<td>B</td>
<td>29 May, 5 &amp; 6 June</td>
<td>Darebin Arts &amp; Entertainment Centre</td>
<td>Cnr Bell St &amp; St Georges Rd, Preston</td>
</tr>
<tr>
<td>SMR</td>
<td>B</td>
<td>3, 9 &amp; 10 May</td>
<td>Frankston Arts Centre</td>
<td>Cnr Davey St &amp; Young St, Frankston</td>
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<tr>
<td>EMR</td>
<td>B</td>
<td>30 May, 5 &amp; 6 June</td>
<td>Whitehorse Centre</td>
<td>397 Whitehorse Rd, Nunawading</td>
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<tr>
<td>WMR</td>
<td>B</td>
<td>17, 24 &amp; 25 May</td>
<td>Moonee Valley Racing Club</td>
<td>McPherdon St, Moonee Ponds</td>
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<tr>
<td>Loddon</td>
<td>A</td>
<td>5, 11 &amp; 12 May</td>
<td>The Foundry Hotel Complex</td>
<td>366 High St, Bendigo 90-124 Deakin Ave, Mildura</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>31 May, 8 &amp; 9 June</td>
<td>Mildura Working Mans Club</td>
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<td>Hume</td>
<td>A</td>
<td>15, 22 &amp; 23 May</td>
<td>La Trobe at Beechworth</td>
<td>Albert Rd, Beechworth 481 Wyndham St, Shepparton</td>
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<td></td>
<td>B</td>
<td>29 May, 5 &amp; 6 June</td>
<td>Parklake Motor Inn and Conference Centre</td>
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<tr>
<td>BSW</td>
<td>B</td>
<td>15, 22 &amp; 23 May</td>
<td>The Sundowner</td>
<td>525 Raglan Parade, Warnambool</td>
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<tr>
<td>Gippsland</td>
<td>3</td>
<td>1, 2 &amp; 9 May</td>
<td>La Trobe Convention Centre</td>
<td>Princes Hwy, Traralgon</td>
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Schools should contact their regional office for further information on registering for these programs.

Dr Dahle Suggett            John Firth
Deputy Secretary            Chief Executive Officer
Office of Learning and Teaching   VCAA