Reporting

Reporting is the process by which assessment information is communicated to help students, parents, teachers and the system to make decisions, by providing information about what students know and can do, together with recommendations for their future learning.

Students with additional learning needs or who participate in the Program for Students with Disabilities may have a Student Support Group and Individual Learning Plan (ILP). In this case the ILP will inform what is to be assessed and reported upon in a student’s report. These students may have their progress reported against stages A to D if they are working towards Level 1 of the VELS.

Whether the student report card or individualised student report is used, it should provide parents with a clear picture of their child’s progress. Parents should receive a report twice a year and an offer to attend an interview to discuss their child’s progress.

Related websites
Department of Education and Early Childhood Development
www.education.vic.gov.au
Student reports for parents
Victorian Curriculum Assessment Authority
National Assessment Program: Literacy and Numeracy (NAPLAN) 2008
Australian Curriculum, Assessment and Reporting Authority
www.acara.edu.au/default.asp
Catholic Education Commission of Victoria
www.cec.vic.catholic.edu.au/
Association of Independent Schools of Victoria
www.ais.vic.edu.au/
Why do we need this advice?

The Working Towards Level 1 documents support the delivery of the Victorian Essential Learning Standards (VELS). They provide a framework for developing effective learning programs and assessing students in Victorian schools who are recognised as working towards Level 1.

These documents outline a learning pathway for students with additional learning needs who are working towards Level 1. They provide curriculum advice for schools to support students at this level. They enable teachers to plan a sequential and scientifically validated learning pathway and identify goals for these students.

Your role?

This curriculum advice will assist teachers to cater for students with additional learning needs, especially those who are in the Program for Students with Disabilities and are working towards Level 1 of the VELS. Principals need to support the interpretation of these documents throughout the school, where appropriate. The Effective Schools and e models provide principals with a framework for introducing and implementing this resource in their school.

Teachers working with students with additional learning needs may require further resources, professional development and skills to provide a relevant learning pathway for these students and to cater for their needs.

How does it relate to the VELS?

These documents support the delivery of the VELS. They introduce four stages A to D which students progress through as they work towards Level 1. Each stage has the same format as the VELS levels, including the strands and domains:

- Stages A to D
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- Level 6

What does the advice contain?

This curriculum advice consists of three strand documents (Physical, Personal and Social Learning Strand; Discipline-based Learning Strand; and Interdisciplinary Strand) and four stage documents (Stages A to D).

How will they be used?

The Working Towards Level 1 documents provide a clear set of statewide standards for assessing student achievement at four stages. They lead into VELS Level 1. They indicate a learning pathway and recognise that each student will progress at his or her own pace.

These documents can be used:

- in Student Support Group meetings
- to assist in the construction of students’ learning goals
- to assist with the development of student Individual Learning Plans
- where appropriate, to support curriculum design for individual students
- to assist in the development of class programs and assessment plans.

What are the stages?

This curriculum advice focuses on progressing students from a pre-intentional to an intentional state of learning development. It encourages students to develop their independence as they explore, participate and engage in the world around them. Learning progress for student achievement is set at four stages A to D. These stages are not associated with any set age or year level that links chronological age to cognitive progress. As students progress through these stages the level of support decreases as they proceed towards becoming independent learners. The stages focus largely on foundational literacy and numeracy skills and the development of physical, personal and social capacities.

At Stages A to D standards are written for English, Mathematics, Health and Physical Education, The Arts and Interpersonal Development.

The four stages are:

- Stage A: Beginning to Explore
- Stage B: Active Exploration
- Stage C: Intentional Participation
- Stage D: Building Independence.

Assessment

Stages A to D provide a clear set of standards for assessing student achievement. Students achieve the standards by successfully completing a wide range of learning and assessment activities designed by their teachers. The assessment process is ongoing and should provide opportunities for students to fully demonstrate their skills, knowledge and depth of understanding of the curriculum.

Teachers use resources prepared by organisations like the Victorian Curriculum and Assessment Authority and the Department of Education and Early Childhood Development to develop programs relevant to the standards.

Teachers are encouraged to work with colleagues in their schools and/or with teacher networks to refine their understanding of what is required to meet the Standards.