

Student Reports - Information for Parents



Dear Parents

At Mount View we are committed to ensuring that everyone at our school has the best opportunity to achieve their full potential. The student report cards are a key aspect of that commitment. They are designed to clearly document your child's achievement to date, as well as the next steps in his/her learning.

Parents are always keen to know how their child is progressing at school and it is most important that they are kept informed. Victorian government schools do this by sending home student report cards.

These report cards follow a common format and are written in plain English. They were introduced so that no matter what Victorian Government school your child attends, you will receive a clear picture of your child's progress that is reported in the same way and against the same state-wide standards in Years Prep to 10.

The report card charts your child's progress from the previous year to the current year. You will be able to see how your child progresses at school over a twelve-month period. As part of each school's reporting process, your child will receive two report cards a year: the first in June and the second at the end of the year. The first page of a sample report card is attached and provides some explanation of how to read your child's data.

Last year (2013) saw the introduction of four Australian Curriculum subjects into our Victorian curriculum, as well as changes to the levels against which students are assessed. Our state curriculum is now called AusVELS (Australian Curriculum & Victorian Essential Learning Standards).

AusVELS is the Foundation (Prep) to Year 10 curriculum in Victoria that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum Foundation (Prep) to Year 10 for English, Mathematics, History and Science domains within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). The eleven level structure reflects the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

AusVELS provides a single curriculum for levels F-10 that incorporates the Australian Curriculum as it is progressively developed within a framework that reflects particular Victorian priorities and approaches to teaching and learning. AusVELS has been designed to ensure that schools and teachers are not required to manage two different curriculum and reporting frameworks during the development of the Australian Curriculum.

Key Changes to Reports in 2013:

- There are now 11 AusVELS levels of assessment as opposed to 6 VELS levels (Foundation to Level 10)
- The Foundation Level is the name now given to first year of school in all Australian school
- For us at Mount View, Preps is now called Foundation on the report. (We refer to our first year of school as Prep in all other situations.)
- The curriculum content for English, Mathematics, History and Science has changed, as well as some of the language used. Within English & Mathematics domains:
 - Reading is now Reading and Viewing
 - Space and Shape is now Measurement and Geometry,
 - Number is now Number and Algebra,
 - Measurement Chance and Data is now Statistics and Probability,
 - Thinking Mathematically is no longer a separate area of the curriculum but integrated across all areas of Mathematics

Things that remained the same:

- Report format – same as always
- Letter gradings same
- All feedback sections on report are the same – what the student has achieved, areas for improvement, what the school is doing, how home can support
- Students still given progression points that inform you of the most accurate level of current performance, reflected by formative assessment and informed data collected from a range of sources over time
- All subject areas (except 4 main – English, Maths, Science, History) are still VELS curriculum

- Behaviour and effort same report system
- Specialist format the same

Answers to some commonly asked questions:

What are the learning standards?

Your child's achievement is measured against state-wide standards. The standards in our state of Victoria are called the AusVELS (Australian Curriculum & Victorian Essential Learning Standards). They outline what is important for students to learn as they progress in their learning from Prep to Year 10.

How will my child be assessed?

The AusVELS provide a clear set of standards for assessment of student achievement. Students achieve the standards by successfully completing a wide range of learning and assessment activities. The activities for assessment include writing, performing, creating and responding to a range of tasks and tests.

What are the major features of the student report card?

The report cards have:

- an A–E scale
- clear information about your child's strengths and weaknesses
- an indication of your child's progress over the previous 12 months
- a plan for how your school will support your child's future learning
- advice on how you can support your child
- student involvement in reporting

Why are there A–E ratings on the report cards?

The introduction of the A–E scale means all government schools (with the exception of some specialist schools) will be using the same approach to reporting progress against the same standards. The A–E ratings will have the same meaning no matter which government school your child attends or where you are located in Victoria.

What exactly do the A–E ratings mean?

- A** indicates achievement that is **well above the standard expected** for your child's year level at the time of reporting. It means that your child understands and is able to successfully work with knowledge and skills that are significantly more complex than would normally be expected.
- B** indicates achievement that is **above the standard expected** for your child's year level at the time of reporting. It means that your child understands more complex ideas and has a broader range of skills than would normally be expected.
- C** indicates achievement that is **at the standard expected** for your child's year level at the time of reporting. It means that your child's learning is on track and that he/she understands and can apply the range of knowledge and skills expected for their year level at the time of reporting.
- D** indicates achievement that is **below the standard expected** for your child's year level at the time of reporting. It means there are some skills and knowledge that your child has yet to acquire before he/she can be said to be achieving at the expected standard.
- E** indicates achievement that is **well below the standard expected** for your child's year level at the time of reporting. It means there are significant areas of knowledge and skills your child needs to acquire before he/she can be said to be achieving at the expected standard.

*** When students are assessed against AusVELS domains or dimensions ***for the first time***, a 'D' is sometimes generated if the student is assessed at the minimum score. For example, in Semester 1 a Year 3 student might have been given a score of 2.00 in Science by his/her teacher. This score indicates that the child is working below the standard expected and so a 'D' would appear on the report and the dot on the chart would appear in the Year 2 box. For some students this does not show the true achievement level of the student, however it is a DEECD programming decision and impacts on all schools. Reports at the end of Semester 2 will show learning progression and provide a more accurate picture of your child's achievement.

Discussing your child's results with his/her teacher is the best way of knowing what your child's strengths and weaknesses are, and establishing how home and school can work together to support your child's learning.

Isn't a 'C' a disappointing result?

NO, it is not at all. It is important to remember that **if your child receives a 'C' on the report card it indicates that their *learning is on track* and they are achieving the state-wide standard that *is expected of them* at the time of reporting.**

In the past, a 'C' in some schools might have meant the child was performing below the standard expected. This is no longer the case.

What can I do at home to help?

The report card includes a plan for your child's future learning. If your child is having difficulties at school, or is performing well above expectations, the teacher will implement an educational program to assist and extend your child. Parents are an important part of this process. When you know what extra assistance your child needs, you can get involved and work in partnership with the school.

How will I know what my child can do?

At Mount View in June, all Prep – Year 4 students will be involved in 3-Way Conferences, with Year 5 & 6 students guiding their parents through Student-Led Conferences.

We believe that student involvement in the conferences:

- makes learning active,
- provides opportunities for students to evaluate their performance, and
- encourages students to accept responsibility for their learning.

In addition, this form of conferencing creates a partnership between the home and the school that is hard to get in any other way. Both research and experience have demonstrated that student-led conferences offer many benefits including the following:

- stronger sense of accountability among students
- stronger sense of pride in achievement among students
- development of leadership skills among students
- promotion of reflection and engagement with learning
- helping parents to understand learning from the child's viewpoint
- celebration of the whole child
- showing trust and confidence in the child as a learner

Mount View teachers are available to meet with parents at any time throughout the year with times being arranged either by phone or email. Students with special learning needs have individual learning plans and frequent contact with teachers is encouraged

If you have questions about the report format or your child's achievement, please don't hesitate to contact your child's classroom teacher or myself.

Regards,

Alison Rees

Assistant Principal

问与答

学生成绩报告单有哪些主要特点？

- A-E 成绩等级
- 指明您子女的长处和不足
- 说明您子女在过去 12 个月内的学习成绩
- 学校今后协助您子女学习的计划
- 建议您该如何帮助子女
- 学生在成绩报告中的参与

为何要在学生成绩单上列出 A-E 等级？

家长们说，过去学校各自采用的不同成绩报告制度让人感到非常困惑，他们希望有一种更加清晰、更加统一的方式来显示学生的学习进展。

启用 A-E 的等级制度意味着所有公立学校 (不包括一些特别学校) 将根据同样的标准采用同一种方法报告学生成绩情况。无论您的子女在哪所公立学校就读，也无论您住在维州的什么地方，A-E 等级都具有相同的意思。

A-E 的确切意思是什么？

A 表示成绩报告时学生成绩远高于同年级的预期水准。这就是说，您的孩子在学习理解并能运用难度大大超过一般预期的知识和技能。

B 表示成绩报告时学生成绩高于同年级的预期水准。这就是说，您的孩子在学习中能理解比较复杂的概念，并能运用超过一般预期的更广泛的技能。

C 表示成绩报告时学生成绩处于同年级的预期水准。这就是说，您孩子的学习进展良好，理解并能运用成绩报告时一般预期的知识和技能。

D 表示成绩报告时学生成绩低于同年级的预期水准。这就是说，您的孩子还需要学习和掌握一些技能和知识才能达到预期水准。

E 则表示成绩报告时学生成绩远低于同年级的预期水准。这就是说，您的孩子还需要学习和掌握许多技能和知识才能达到预期水准。

‘C’ 的成绩就不好吗？

完全不是这样。请记住，如果您孩子成绩报告单上得了个 ‘C’，这表示您子女的学习进展良好，达到了报告时全州的预期水准，这点很重要。

在过去，‘C’ 在有些学校表示学生成绩在预期水准以下。现在已不是这样了。

这是否说几乎所有学生都将得到 ‘C’ ？

不是这样。一个班级的学生在不同的时间和不同的科目成绩将达到不同的水准。这是因为学生的等级是根据他们的成绩评出来的，而不像以前的报告制度仅仅根据所学的时间给予评分。

像成绩提高监测考评 (AIM) 的全州性考试以及其他全国考试证明一所学校某个班级的学生成绩常常差别很大。例如 5 级是 8 年级下半年学生的预期水准，但在 8 年级下半年底时很可能有些学生远远超出了这个水准，而有的学生还未达到这个水准。

今年早些时候宣布的 A-E 成绩等级有什么变动？

我们采纳了去年收到的一些反馈意见并对全州的学生成绩加以分析后，修改了成绩报告单的下列三处：

- 预备班学生将收到成绩报告单，但学校可选择是否给预备班学生评 A-E 等级。请向您子女的学校查询如何报告预备班学生的学习成绩。

- ‘A’ 现在表示学生在成绩报告时提前 12 个月或更长时间达到预期水准，而不是单单指提前 12 个月以上的水准。

- 数学成绩分五个方面 (数字；空间；测量、概率和数据；结构；以及数学应用)，而不是仅有一个成绩等级。

学习标准是什么？

您孩子的成绩将根据全州标准加以衡量。学校使用的标准称为《维州基本学习标准》(Victorian Essential Learning Standards)。这些标准概述了学生从预备班至 10 级的重要学习方面。

我的孩子怎样得到考评？

《维州基本学习标准》清楚地规定了一套考评学生成绩的标准。学生通过圆满完成一系列广泛的学习和考评活动来达到这些标准。考评活动包括写作、表现、创意及对一系列功课和测验的应答。

有关详情

若您想了解您子女所在年级的预期成绩，请查阅网页：

<http://vels.vcaa.vic.edu.au/parent/parentbook.html>

若您想了解学生成绩报告的详情，请查阅网页：

<http://www.education.vic.gov.au/aboutschool/studentreports/default.htm>

如果您有什么问题或意见，请通过电子邮件与教育部联系：

student.reports@edumail.vic.gov.au

A SAMPLE PRIMARY STUDENT REPORT CARD

Your child's achievement against what is expected for this time of year.

Learning Area		Rating	Year 4	Year 5	Year 6	Year 7	Year 8
Health and Physical Education		B			○	●	
Interpersonal Development		B			○	●	
Personal Learning		A			○	●	
Civics and Citizenship		B		○	●		
The Arts		B			○	●	
English	Reading and Viewing	B				●	
	Writing	B				●	
	Speaking and Listening	A				●	
LOTE Pathway 1		C		○	●		
The Humanities - Economics		A		○	●	●	
The Humanities - Geography		A		○	●	●	
The Humanities - History		A				●	
Mathematics	Number and Algebra	B				●	
	Measurement and Geometry	B				●	
	Statistics and Probability	B				●	
Science							
Information and Communications Technology		A		○	●	●	
Thinking Processes		A		○	●	●	
Communication		B		○	●	●	
Design, Creativity and Technology		B		○	●	●	

Shows the level of achievement expected of all students in Victoria at this year level.

Shows the student's achievement level 12 months prior. In this case June 2013

Shows the achievement of your child at this report period.

No dot indicates that:
a. the content area of this domain will be addressed later in the year, or
b. that the student was unable to be assessed against the dimensions of this learning area.

As new Australian Curriculum subjects (P - 10) are introduced and taught in AusVELS, your child will receive an achievement grade only at the end of the first semester, and an achievement grade as well as a representation of six months progress at the end of the year.

Work habits

	Needs Attention	Acceptable	Very Good	Excellent
Effort				●
Class Behaviour				●

Ratings:

- A Well above the standard expected at this time of year
- B Above the standard expected at this time of year
- C At the standard expected at this time of year**
- D Below the standard expected at this time of year
- E Well below the standard expected at this time of year

Legend:

- Your child's achievement 12 months ago
- Your child's achievement this semester
- Your child's progress
- The expected level of achievement