

Student Report Information



Student reports provide you with a clear picture of your child's progress. They are used for every student in all Victorian government schools to report student achievement against the Victorian Curriculum.

Although much of the report is similar to past years, the information below will help with understanding the different elements.

Learning Areas: *The following table indicates the frequency of reporting for each learning area or capability.*

Twice Per Year	Once Per Year	Once Every Two Years
<ul style="list-style-type: none"> • <i>Mathematics</i> • <i>English</i> • <i>Physical Education</i> • <i>The Arts</i> • <i>Japanese</i> 	<ul style="list-style-type: none"> • <i>Science (from Year 1)</i> 	<p><i>Health</i></p> <p><i>Humanities:</i></p> <ul style="list-style-type: none"> • <i>History</i> • <i>Geography</i> • <i>Civics and Citizenship</i> • <i>Economics and Business (yr 5/6)</i> <p><i>Technology</i></p> <ul style="list-style-type: none"> • <i>Digital</i> • <i>Design</i> <p><i>Capabilities:</i></p> <ul style="list-style-type: none"> • <i>Critical and Creative Thinking Capability</i> • <i>Ethical Understanding</i> • <i>Intercultural Understanding</i> • <i>Personal and Social Capability</i>

Capabilities:

These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. There are 4 capabilities included in the Victorian Curriculum.



1. **Critical and Creative Thinking** - This area aims to ensure that students develop:
 - understanding of thinking processes and an ability to manage and apply these to their learning
 - skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
 - confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

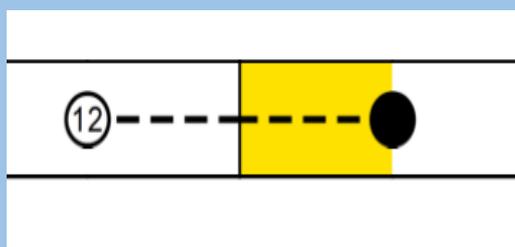
2. **Ethical Capability** – This area of the curriculum supports students to:
 - analyse and evaluate ethical issues, recognising areas of contestability
 - identify the bases of ethical principles and ethical reasoning
 - engage with the challenges of managing ethical decision making and action for individuals and groups
 - cultivate open-mindedness and reasonableness.

3. **Intercultural Capability** – This area of the curriculum supports students to:
 - demonstrate an awareness of and respect for cultural diversity within the community
 - reflect on how intercultural experiences influence attitudes, values and beliefs

- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

4. **Personal and Social Capability** – This area of the curriculum supports students to:

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.



Growth dots – On your reports you will see growth indicated by a dotted line. The number inside the circle indicates the period of time over which the learning has been measured. In this case the growth has been measured over 12 months. **Growth could be measured over a period of between 6 months and 24 months depending on the last recording of achievement.**

Pre Foundation ratings – should your child be demonstrating behaviours consistent with Pre Foundational learning they will be reported against an A-D scale specifically written to help with transition to Foundation learning. You will be contacted prior to reports becoming available if your child has been reported on using this scale.

Victorian Curriculum				
	Rating	Level D	Foundation	Level 1
Capabilities				
Critical and Creative Thinking Capability				●
Ethical Capability	C			●
English				
Reading and Viewing	D	●		

Understanding the Work Habit Ratings –

In the report you will notice your child has been given a rating against work habits that have an impact on student academic and social growth. A rating for Behaviour, Effort and Organisation has been made for your child in English, Mathematics and each specialist learning area. These ratings are a wonderful indication of how student engagement can change according to the learning area they are participating in.

Work Habits	Not Satisfactory	Needs Improvement	Good	Excellent
Behaviour				●
Effort				●
Organisation				●

To assist with understanding these ratings, there is a Work Habit Matrix on the following page. This matrix might assist conversations you have with your child around the behaviour, Effort and Organisation they showcase at school.

	Excellent	Good	Needs Attention	Unsatisfactory
<p>Behaviour:</p> <ul style="list-style-type: none"> Follows classroom rules/expectations such as; letting others learn, respecting others and their belongings and taking responsibility for their behaviour. Works well with others in group activities – takes turns, shares ideas and provides feedback to others. Uses school resources appropriately. 				
<p>Effort:</p> <ul style="list-style-type: none"> Applies himself/herself to all set tasks. Stays focussed on all set tasks. Completes work to the best of their ability. Contributes to class discussions Participates in all learning activities. Takes opportunities to participate in additional roles and responsibilities. 	<p>In order to receive this rating a student is independent and will demonstrate these learning behaviours most of the time.</p>	<p>In order to receive this rating, a student is independent and demonstrates these learning behaviours some of the time.</p> <p>Support and reminders are needed some of the time.</p>	<p>In order to receive this rating, a student rarely demonstrates these learning behaviours independently.</p> <p>With focus and support, adjustments to learning behaviours could be made quickly.</p> <p>Support and reminders are needed most of the time.</p>	<p>In order to receive this rating, a student very rarely demonstrates independent learning behaviours.</p> <p>Extensive support is required to assist the student on a daily basis.</p> <p>A support team is likely to be in place to assist in providing support for the student.</p> <p>Parents will have been informed of this concern.</p>
<p>Organisation:</p> <ul style="list-style-type: none"> Uses daily schedules to organise themselves for learning. Arrives on time ready to learn. Uses time management skills to complete all set tasks. Book work is neat and tidy. Is able to locate personal items quickly and easily. 				



