

Ongoing Reporting - Yarrowonga College P-12

Providing parents with regular snapshots of their child's learning and development.

INFORMATION GUIDE

1. What is ongoing reporting?

Ongoing reporting is the process of reporting regularly throughout the year, rather than just at specified points. As teachers, we assess our students throughout the semester. In the past parents did not get a report on how their child was going until the end of a semester, which was often a long time after the assessment had taken place. The system of ongoing reporting will allow parents to get an up to date, timely **snapshot** of what their child is learning and how they are progressing throughout the year. It will support parents to participate in discussions with their child about their learning, and enable parents to follow up with teachers in a timely manner if they have any concerns. Ongoing reporting is a report that builds throughout the year and provides students and parents with regular assessment of student learning. Ongoing reporting will continue to utilise Compass.

2. What is Compass?

Compass is an online tool that allows you to access your child's timetable, track their attendance, view reports, make parent-teacher interview bookings and read notifications from their teachers and the school. We have already been using Compass at YCP-12 for a number of years, and we will now expand its use to include ongoing reporting. This means you will be able to access learning tasks and assessment rubrics on Compass, from your phone, tablet or laptop. Instructions on how to use Compass to view learning tasks and assessment rubrics are included in this guide.

3. What can I expect?

- Interim reports at the end of Term 1 and Term 3.
- Summary reports at the end of Semester 1 and Semester 2.
- Regular assessment feedback on Compass, including rubrics (showing what has been achieved and areas for improvement), test scores, exam results and/or comments.

4. How many assessment rubrics will my child receive?

From 2023 onwards, you can expect the following throughout the year:

- Foundation:
 - at least 6 assessments from the classroom teacher (3 per semester)
- Years 1 to 6:
 - at least 16 assessments from the classroom teacher (8 per semester)
 - 1 assessment rubric per year from each specialist class (PE, Music or Art, LOTE, STEM and/or Humanities) **students in Years 5 and 6 will receive an assessment rubric per semester for their specialist classes.*
- Year 7 - 10:
 - at least 8 assessments **per subject** for subjects that students attend for more than two hours per week (4 per semester)
 - at least 2 assessments **per subject** for subjects that students attend for two hours of less per week (1 per semester)
- Year 11-12
 - at least 8 assessments **per subject**, per year

5. What is an assessment rubric?

An assessment rubric is how teachers assess a student's learning against the curriculum and task based criteria. P-10 rubrics outline a continuum of development based on the expected level of achievement for each year of schooling. Year 11 and 12 rubrics differ slightly to accommodate the requirements of the subjects at these year levels.

Rubrics are developed to match specific **learning tasks** that students are completing in class. Student performance on the learning task is assessed against the selected criteria. Rubrics allow you to see exactly what your child has achieved, how they performed in relation to the expected level of achievement and areas for improvement.

Accompanying the rubric, you will receive information on the work habits your child demonstrated during completion of this task. Some tasks will include a comment if applicable.

Rubrics will be posted on Compass when they become available throughout the semester, rather than at set times.

6. What is a learning task?

Learning tasks are pieces of work that students complete to demonstrate their learning over a unit or topic. Learning tasks are accompanied by assessment rubrics and are also visible on Compass.

Learning tasks have two components:

- **Unit Description** – this explains the learning that has occurred throughout the unit, the lessons the student has participated in and the types of tasks they have completed.
- **Assessment** – this describes exactly what the student was assessed on (eg. task, performance, participation). This is what the rubric assesses.

7. How does the learning, assessment and feedback process work?

- 1) Units or topics are taught in class.
- 2) Learning tasks, including an assessment task with an accompanying assessment rubric, are set by the classroom teacher.
- 3) Students complete the learning tasks throughout the unit.
- 4) Students complete the assessment task and submit it.
- 5) The teacher assesses the student work.
- 6) The teacher posts a description of the learning and assessment task, as well as the completed rubric, on Compass (this will be within 2 weeks of student work being submitted).
- 7) The teacher notifies parents that an assessment rubric is available on Compass.
- 8) Students bring home the assessment task and/or relevant work samples (if applicable).
- 9) Parents and students access Compass and discuss the feedback given on the assessment rubric.
- 10) Parents can follow up with teachers if they have any concerns.

Criteria	Mid Year 4 - 3.5	End Year 4 - 4.0	Mid Year 5 - 4.5	End Year 5 - 5.0	Mid Year 6 - 5.5	End Year 6 - 6.0
Measuring Length	<ul style="list-style-type: none"> I know that length can be measured in millimetres, centimetres and metres 	<ul style="list-style-type: none"> I can use a ruler to measure to the nearest millimetre 	<ul style="list-style-type: none"> I know that length can be measured in millimetres, centimetres, metres and kilometres 	<ul style="list-style-type: none"> I understand that different systems of measurement are used in different countries 	<ul style="list-style-type: none"> I can choose the most appropriate tool to measure length of different object or distances 	<ul style="list-style-type: none"> I can accurately measure millimetres, centimetres and metres using the most appropriate tool
Comparing Length	<ul style="list-style-type: none"> I can determine whether an object should be measured in millimetres, centimetres or metres 	<ul style="list-style-type: none"> I know the relationship between millimetres, centimetres and metres 	<ul style="list-style-type: none"> I can choose the most appropriate unit of measurement depending on what I am trying to measure 	<ul style="list-style-type: none"> I know the relationship between millimetres, centimetres, metres and kilometres 	<ul style="list-style-type: none"> I can compare the length of objects when their measurements are given in different units (eg mm with m) 	<ul style="list-style-type: none"> I can convert units to measurement to help me compare the length of objects
Converting Length	<ul style="list-style-type: none"> I can convert between centimetres and metres 	<ul style="list-style-type: none"> I can convert between millimetres and centimetres 	<ul style="list-style-type: none"> I can convert between millimetres, centimetres and metres 	<ul style="list-style-type: none"> I can convert between metres and kilometres 	<ul style="list-style-type: none"> I can convert between millimetres, centimetres, metres and kilometres 	<ul style="list-style-type: none"> I can use decimal notation to show the relationship between different units of length
Perimeter	<ul style="list-style-type: none"> I can add up the four sides of a rectangle or square to determine the perimeter 	<ul style="list-style-type: none"> I can use a variety of ways to calculate the perimeter of rectangles and squares and I am beginning to understand why some ways are more efficient than others 	<ul style="list-style-type: none"> I know the formula for calculating the perimeter of rectangles and squares 	<ul style="list-style-type: none"> I can use the formula $(L \times 2 + W \times 2)$ to calculate the perimeter of rectangles and squares 	<ul style="list-style-type: none"> I can solve worded problems involving perimeter 	<ul style="list-style-type: none"> I can solve multistep worded problems involving perimeter
Area	<ul style="list-style-type: none"> I can compare the area of objects using grid paper and I can order objects according to their area 	<ul style="list-style-type: none"> I can use a variety of ways to calculate the area of rectangles and squares and I am beginning to understand why some ways are more efficient than others 	<ul style="list-style-type: none"> I know the formula for calculating the area of rectangles and squares 	<ul style="list-style-type: none"> I can use the formula $(L \times W)$ to calculate the area of rectangles and squares 	<ul style="list-style-type: none"> I can solve worded problems involving area 	<ul style="list-style-type: none"> I can solve multistep worded problems involving area

An example of an assessment rubric showing how the student performed in relation to the Victorian Curriculum.

8. What is an interim report?

An interim report is a short report indicating how your child is progressing in their learning (achievement), their behaviour and effort/work habits (P-6) OR their learning habits (7-12) and their attendance. Interim reports are a good way to monitor how your child is going at school and, as they will be available at the end of Term 1 and Term 3, enable you to work with your child's teachers to provide any necessary support.

On an interim report you can expect to see the following:

- Foundation to Year 6:
 - Achievement in Reading, Writing and Numeracy
 - Effort, Behaviour and Attendance in class
- Foundation only:
 - Effort and Behaviour in Specialist classes
- Year 5/6 only:
 - Effort, Achievement and Behaviour in Specialist classes

- Year 7 - 12:
 - Achievement, Learning Habits and Attendance for every subject your child attends.

The categories and rating scales used on the Interim reports are:

Achievement (Foundation to Year 10) – measured against the Victorian Curriculum
<p>Working well above level- the student is working more than 6 months above the expected level for their age in the relevant subject/area.</p> <p>Working above level- the student is working around 6 months above the expected level for their age in the relevant subject/area.</p> <p>Working at level- the student is working at the expected level for their age in the relevant subject/area.</p> <p>Working towards level- the student has made growth and is moving closer to the expected level for their age in the relevant subject/area.</p> <p>Requires Support- the student is not making expected growth and is below the expected level for their age in the relevant subject/area.</p>
Achievement (VCE, VET) – measured against subject outcomes
<p>Excellent – the student is consistently achieving above 90%</p> <p>Very Good – the student is consistently achieving between 70 – 90%</p> <p>Satisfactory – the student is meeting the minimum requirements to demonstrate subject outcomes</p> <p>Needs Attention – the student is at risk of not meeting the subject outcomes</p>
Effort (P-6) – the level of effort the student puts into their work and during class time
<p>Excellent - the student consistently puts in a high level of effort and always tries their best</p> <p>Very Good - the student mostly puts in a high level of effort and usually tries their best</p> <p>Acceptable - the student puts in a satisfactory level of effort and often tries their best</p> <p>Improving - the student is beginning to put more effort into their work</p> <p>Needs Attention - the student has not demonstrated the required effort and does not try their best</p>
Behaviour (P-6) - the student’s behaviour in class
<p>Excellent - the student consistently behaves in a respectful manner towards their classmates and teachers and is a role model to others</p> <p>Very Good - the student behaves in a respectful manner towards their classmates and teachers</p> <p>Acceptable - the student usually behaves in a respectful manner towards their classmates and teachers</p> <p>Improving - the student is beginning to behave in a more respectful manner within the classroom</p> <p>Needs Attention - the student does not behave in a respectful manner towards classmates and teachers</p>

00 Core 1		Teacher: Ms Tracie HOLTGATE			
Class Attendance					
School Attendance (%)					92
Achievement Level					
	Requires Support	Working Towards Level	Working At Level	Working Above Level	Working Well Above Level
Reading	✓				
Writing		✓			
Numeracy			✓		
Approaches to Learning					
	Needs Attention	Improving	Acceptable	Very Good	Excellent
Effort	●				
Behaviour	●				

An example of an interim report for a student in Foundation to Year 6.

Learning Habits (years 7-VCE)

Preparedness to Learn (7 - VCE)

Rarely - the student is regularly late to class and does not bring the correct materials to class

Sometimes - the student is often late to class or comes without required materials

Usually - the student is usually on time and has required equipment

Consistently - the student is organised and on time, bringing with them all materials required for the class

Approach to Learning (7 - VCE)

Rarely - the student rarely gives the necessary effort when completing work

Sometimes - the student will often attempt work but can give up when the work becomes challenging

Usually - the student usually works hard, giving effort and approaching challenges with the right attitude

Consistently - the student gives their very best on all occasions and has a growth mindset to their learning

Respect for Self and others (7 - VCE)

Rarely - the student distracts others and involves themselves in conflict. They can lack empathy and speak in a way that can be considered disrespectful

Sometimes - the student is generally respectful of others but on some occasions can require teacher intervention to work through problems with others

Usually - the students shows respect and works collaboratively with their peers and teachers to form connections in the classroom

Consistently - the student is respectful towards staff and fellow students. They display empathy and are a role model for developing relationships at school.

Completion of Set work (7 - VCE)

Rarely - the student rarely completes set work

Sometimes - the student completes some tasks but is inconsistent in their approach. The student will often get distracted and leave work unfinished

Usually - the student usually completes set tasks however can be inconsistent at times. They could develop a better home study routine

Consistently - the student competes all set work and homework, seeking to challenge themselves with more challenging work

Reflects and Responds to Feedback

Rarely - the student is reluctant to accept feedback and make changes to their approach to learning

Sometimes - the student can sometimes reflect on their behaviour and approach to learning

Usually - the student reflects on their behaviour and approach to learning with a growth mindset

Consistently - the student responds to feedback positively and integrates it into future actions

Class Attendance					
School Attendance (%)					100

Achievement Level					
	Requires Support	Working Towards Level	Working At Level	Working Above Level	Working Well Above Level
Achievement Level		✓			

Learning Habits observed throughout this unit:				
	Rarely	Sometimes	Usually	Consistently
Preparedness to Learn	----- ----- ----- ----- -----			●
Positive Approach to Learning	----- ----- ----- ----- -----			●
Respect for Self and Others	----- ----- ----- ----- -----			●
Completion of Set work	----- ----- ----- ----- -----			●
Reflects and Responds to Feedback	----- ----- ----- ----- -----			●

An example of an interim report for a student in Years 7-10.

9. What is a summary report?

Summary reports show the students level of achievement over a whole semester and they are provided at the end of each semester.

Students in P-10 will receive a Victorian Curriculum achievement level mark (the 'dot' progression point that was on previous reports). VCE and VET students will receive a Satisfactory or Unsatisfactory for each outcome in each unit.

The mark on a summary report may be different (higher or lower) to that on an assessment rubric you child received during the semester. The summary report is the culmination of your child's learning and achievement over the semester, whilst the assessment task and accompanying rubric is a snapshot of their performance on one task.

As well as the overall subject marks, you will also see the following on summary reports:

- Foundation to Year 6:
 - Effort and Behaviour in class
 - Overall Attendance
- Year 7 - 12:
 - Effort, Behaviour and Attendance for each subject


Yarrowonga College P-12 - 2019 - Semester Two

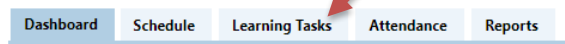
Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
Capabilities						
Critical and Creative Thinking Capability	At Standard			●-----●		
Ethical Capability	At Standard			●-----●		
Intercultural Capability	At Standard			●-----●		
Personal and Social Capability	Above Standard			●-----●-----●		
English						
Reading and Viewing	At Standard			●-----●		
Speaking and Listening	At Standard			●-----●		
Writing	At Standard			●-----●		
Health and Physical Education						
Physical Education	At Standard			●-----●		
Languages						
Indonesian (F-10)	At Standard			●-----●		
Mathematics						
Measurement and Geometry	At Standard		●-----●			
Number and Algebra	At Standard		●-----●			
Statistics and Probability	At Standard		●-----●			
Science						
Science	At Standard			●-----●		
Technologies						
Digital Technologies	At Standard			●-----●		
The Arts						
Music	At Standard			●-----●		
The Humanities						
Civics and Citizenship	At Standard			●-----●		

An example of a summary report

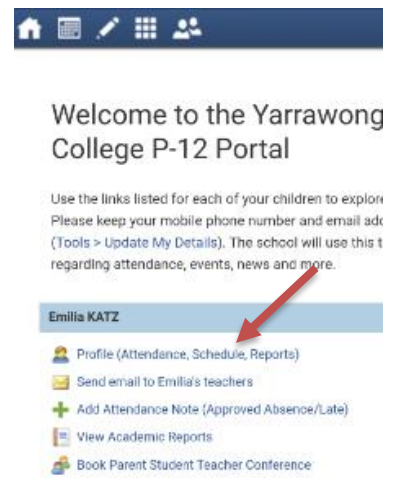
10. How do I access my child's learning tasks and assessment rubrics on Compass?

From the Compass app on your phone or tablet:

1. From the main menu (3 horizontal lines)  choose 'Open in Browser'.
2. Choose 'Profile' under your child's name.
3. Click on the 'Learning Tasks' tab.



4. Open the Learning Task (tap on bolded heading for the task you want to view).
5. Once the Learning task is open, double click the rubric icon to view it.



From a computer, laptop or tablet:

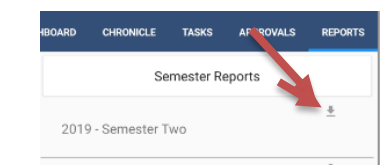
1. Open the Compass site - <https://yarrawonga-vic.compass.education/> and login.
2. Follow from instruction 2 above.

11. How do I access my child's Interim and Summary reports on Compass?

Reports can be accessed from the Compass App or the website.

On the app, choose 'Reports' then download the report you wish to view.

On the website, choose 'View Academic Reports' and click on the report you wish to view, and it will download.



report you wish to view,

12. Can I print my child's report?

Once downloaded, Summary Reports and Interim Reports can be printed.

13. What if my child is completing VCE or VET and they require a written comment to support a University, TAFE or job application?

As semester and end of year reports will not have a written comment, VCE and VET teachers are happy to write a reference to support any further education or job applications if required. Please speak to your child's teacher/s or year level co-ordinator.