

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 regularly providing students and families with feedback on student progress, rather than only at traditional reporting times. While teachers have always assessed students throughout each semester, reports were previously issued only at the end of each semester—often long after assessments had taken place.

This new system allows families to access up-to-date, relevant information about what their child is learning and how they are progressing. It encourages families to engage in ongoing conversations with their children about learning and enables prompt communication with teachers when needed.

All feedback is accessible via the Compass platform, allowing parents and students to track learning progress and view assessments throughout the year.

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 have expanded 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 Learning Task Feedback** on Compass, which may include:
 - *Assessment rubrics*
 - *Test scores*
 - *Exam results*
 - *Teacher comments*

4. How many learning tasks, with feedback including rubrics, will my child receive?

- 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?

Assessment rubrics are tools used by teachers to assess a student's performance against specific Victorian Curriculum outcomes and task-based criteria.

- **P–10** rubrics reflect a continuum of development aligned with expected year-level standards.
- **VCE and VCE VM** rubrics are tailored to meet the unique requirements of those courses.

Rubrics are accessible on Compass alongside the relevant learning tasks.

Rubrics are developed to match specific **learning tasks** that students complete 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 assessments that students complete to demonstrate their understanding of a topic or unit. Each task is accompanied by feedback such as a rubric, test score, exam result, and/or written comment.

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 and are shown to students at the start of the unit.
- 3) Students complete the learning tasks throughout the unit.
- 4) Students complete the assessment task and submit it.
- 5) The teacher assesses each student's work.
- 6) The teacher provides feedback on student performance (via rubric, test score and/or comment on Compass (this will be within 2 weeks of student work being submitted)).
- 7) The teacher notifies parents that assessment feedback 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.
- 10) Parents can follow up with teachers if they have any questions or concerns, or if they would like more detailed feedback.

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, centimeters, 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, centimeters 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 provides a snapshot of your child's Achievement, Behaviour and effort (Years P–6), Learning habits (Years 7–12) and Attendance.

Interim reports are a great way to monitor how your child is going at school. These reports are released at the end of Term 1 and Term 3, giving families an opportunity to work with teachers to support student learning both at school and at home.

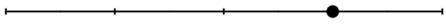
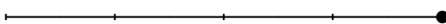
On an interim report you can expect to see the following:

- 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)

Learning Habits	Rarely (1)	Sometimes (2)	Usually (3)	Consistently (4)	Exemplary (5)
	Preparedness to Learn	Student is regularly late to class and does not bring the correct materials.	On occasions, student is late to class and without required materials.	Student is usually on time and has required equipment. Student is showing improvement in this area.	Student is organised and on time, bringing with them all materials required for the class.
Approach to Learning	Student rarely gives the necessary effort when completing work.	Student will often attempt work but can give up when the work becomes challenging.	Student gives effort to most tasks and usually approaches challenges with the right attitude.	Student starts work independently and self directs to complete a task. They seek assistance when needed.	Student shows a high level of independence. They break down tasks for themselves and make choices about what to work on. Student finds solutions to problems without needing the teacher.
Respect for Self and others	Student distracts others and involves themselves in conflict. They can lack empathy and speak in a way that can be considered disrespectful.	Student is generally respectful of others but on some occasions can require teacher intervention to work through problems with others.	Student usually shares and listens to ideas with respect. They wait for their turn to contribute and usually follows directs without prompting.	Student shares and listens to ideas, waits for their turn to contribute and follows directions without prompting.	Student invites others to speak and contribute. They are inclusive and a good listener and contributes to teams as a leader or with initiative.
Completion of Set work	Student rarely completes set work.	Student completes some tasks but is inconsistent in their approach. Student will often get distracted and leave work unfinished.	Student usually makes a strong attempt to complete all set tasks.	Student always makes a strong attempt to complete all set tasks to the best of their ability.	Student is efficient in task completion; hands work in on time and uses initiative to complete tasks not finished in class at home.
Reflects and Responds to Feedback	Student is reluctant to accept feedback and make changes to their approach to learning.	Student can sometimes reflect on their behaviour and approach to learning.	Student usually responds to feedback positively and integrates it into future actions.	Student asks clarifying questions and demonstrates a willingness to respond to feedback	Student always responds receptively to feedback, reflects deeply and seeks out future areas for growth.

8 Maths 1

Teacher:
Mr Jason BASSETT

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

8 Science 1

Teacher:
Mr Cameron SCOTT

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

Areas Of Assessment						
Attendance (VCE %)	Preparedness to Learn	Approach to Learning	Respect for Self and Other	Completion of Set Work	Reflects and Responds to Feedback	Subject Avg.
94	Exemplary	Sometimes	Consistently	Sometimes	Sometimes	3.00
100	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	5.00
100	Consistently	Consistently	Consistently	Consistently	Consistently	4.00
80	Consistently	Consistently	Consistently	Consistently	Consistently	4.00
94	Consistently	Consistently	Exemplary	Consistently	Consistently	4.20
92	Consistently	Consistently	Consistently	Consistently	Consistently	4.00
100	Consistently	Consistently	Consistently	Consistently	Consistently	4.00
96	Consistently	Consistently	Consistently	Consistently	Consistently	4.00
	4.25	3.88	4.25	3.88	3.88	4.03

An example of what is provided on 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). VCE and VCE VM students will receive a Satisfactory or Unsatisfactory for each outcome in each unit.

The mark on a summary report may differ from individual task results. While task scores reflect performance on a specific piece of work, the summary report considers overall achievement across all assessment tasks and classwork for the semester.

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

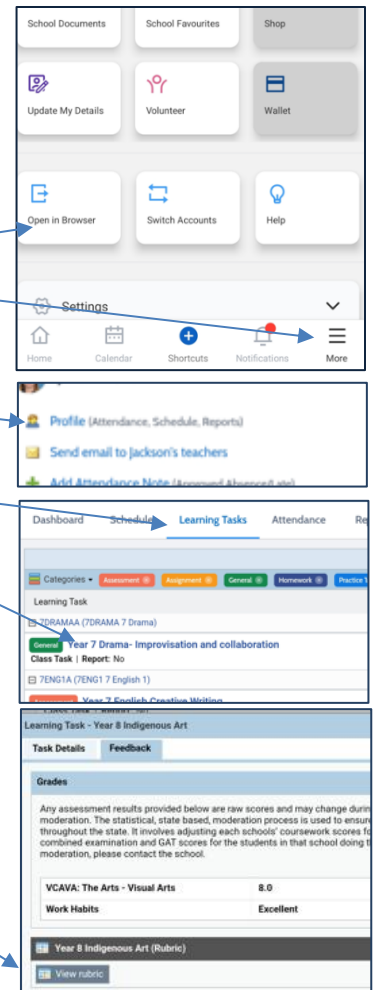
Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
Capabilities						
Critical and Creative Thinking Capability	At Standard			●		
Ethical Capability	At Standard			●		
Intercultural Capability	At Standard			●		
Personal and Social Capability	Above Standard			●	●	
English						
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. Tap 'More' on the bottom of the screen
2. Tap 'Open in Browser'
3. Tap 'Profile' under your child's name
4. Tap on Learning Tasks
5. Open the Learning Task
(tap on bolded heading of the Learning Task you want to view).
6. Once the Learning task is open, read the 'Task Details', then tap on 'Feedback'
7. You will see feedback on Work Habits as well as a test score OR a comment OR a rubric
8. To view the rubric, tap on the 'View Rubric' icon



From a computer, laptop or tablet:

1. Open the Compass site - <https://yarrowonga-vic.compass.education/> and login.
2. Follow from instruction 3 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.

12. Can I print my child's report?

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

13. What if my child requires a written comment to support a University, TAFE or job application?

As semester and end of year reports will not have a written comment, 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 coordinator.