

MOONEE PONDS WEST

PRIMARY SCHOOL

2023

**INTERPRETING YOUR
CHILD'S SEMESTER REPORT**



150 Athol Street
Moonee Ponds 3039

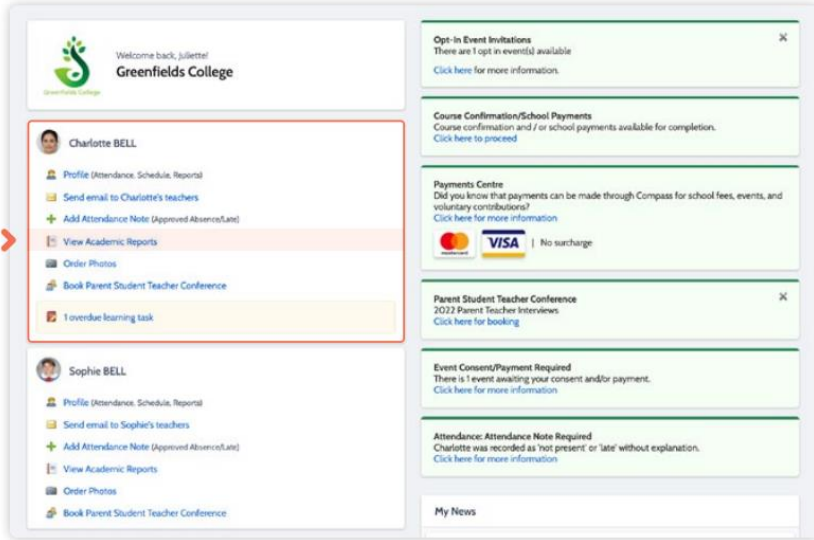
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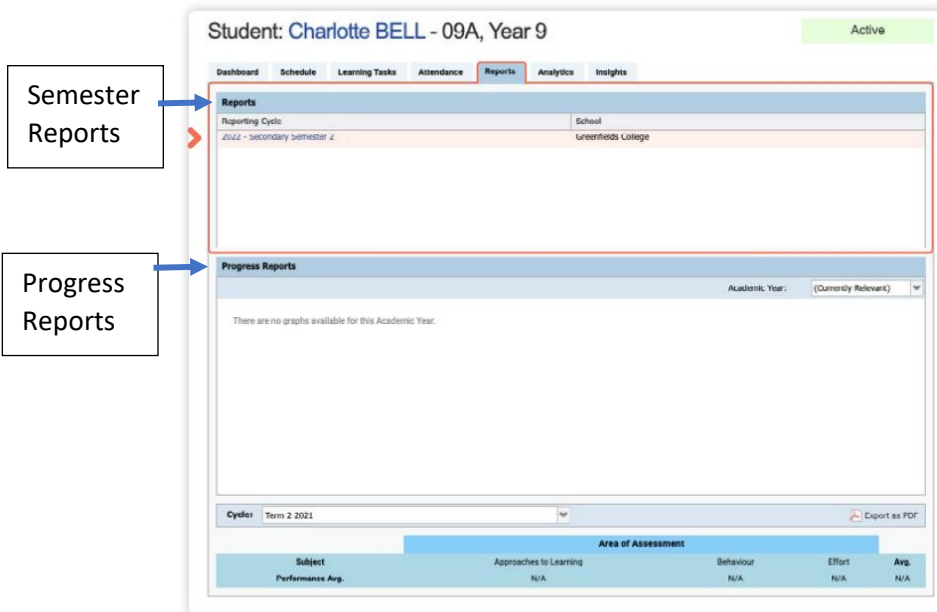
Website
www.mooneewestps.vic.edu.au

**We think, create and
learn together**

How To: View your child's Report



To view your **child's report**, click the option under their details on your dashboard.



This will take you to the **'Reports'** tab of your child's profile. Here you will see any available reports listed.

Click the **blue title** of the specific report you want to access and it will download as a pdf file to your device for viewing.

How To: View your child's Learning Tasks



Learning Tasks are used to issue homework, projects and assignments. They can also be used to provide assessment and feedback on work being completed in class.

To view your child's tasks, click the **'Profile'** option for that child on your dashboard.

Code	Learning Task	Status	Result	Actions
09ENG_09A	Final Semester Grade Class Task Report: Yes	Due date: No due date Submitted: Pending	-	[Action]
09ENG_09A	Class Performance Review Term 2 Class Task Report: No	Due date: No due date Submitted: Pending	-	[Action]
09ENG_09A	CAT 3 - Final Essay Submission Class Task Report: Yes	Due date: No due date Submitted: Pending	-	[Action]
09ENG_09A	CAT 2 - Macbeth Essay Class Task Report: Yes	Due date: No due date Submitted: On Time	-	[Action]
09ENG_09A	CAT 1 - Poetry Studies Class Task Report: Yes	Due date: 10/06/22 04:00 PM Submitted: Received Late	-	[Action]

This will take you to their profile page.

Click to their **'Learning Tasks'** tab. Here you will see their tasks listed.

NOTE: The mobile application is not designed for complete use of the Compass platform; it is designed for quick access to a set of specific items of information and specific actions.


Whilst Semester Reports can be accessed in PDF format through the APP, the Learning Tasks are best accessed through the full website to allow for access to samples and assessment rubrics.

The website can be accessed from within the APP by selecting the **'Open in browser'** option.

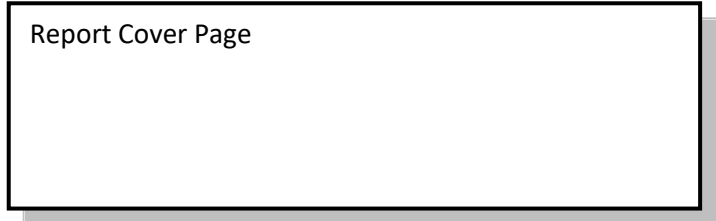
Semester Report – What is in the report and what does it mean?

A guide for parents

Moonee Ponds West Primary School
Student Report
2023 - Semester 2



Student Name
Year #
00A
VSN: (student number)



Semester Reports

Our Semester Reports work alongside our Progress Reports and our Ongoing Reporting. The Semester Report provides information about your child's development against the Victorian Curriculum. It includes a Personal Comment, curriculum ratings (dots) showing progress since the previous reporting period, and commentary about what your child has achieved and their next steps in Reading, Writing and Numeracy. Specialist areas include an overview of the Semester units of work, a curriculum rating and comment about your child's achievement, skills or dispositions in these areas. The Semester Report ends with graphical representation of the Progress Reports for Term 3 and Term 4.

Moonee Ponds West recognises that learning is a continual and developmental process. We promote positive self-directed learners, focusing on continued engagement, success and growth in learning. As parents, we encourage you to focus on and celebrate your child's learning growth and achievements together.

Ongoing Reporting

The Ongoing Reporting tasks provide an continuous check in for your child's learning in the areas of reading, writing, numeracy and specialist areas. These tasks include a continuous statement of the unit of learning, a work sample and your child's achievement against a learning goal. The rubric table will identify developmental skills and attributes your child is demonstrating (the shaded section), and then the area of next steps and future learning (the section to the right of the shaded section). Ongoing Reporting allows for ongoing communication regarding your child's learning and complement the Semester Reports.

Progress Reports

Our Progress Reports provide a term by term overview of your child's behaviour and effort in their classroom and specialist areas. The graphical representation at the end of your child's Semester Report shows your child's ratings and trends across the semester.

Students who are at **Meets Expectation** or a score of 2 (black line) on the graphical representation demonstrate what the expected behaviours are for students at school on a daily or ongoing basis.

The table below outlines the ratings and descriptions that staff use in order to rate each student when they are completing their Progress Reports each term. This information should be used in conjunction with the graphical representations of the Progress Reports at the end of the Semester Report.

Behaviour Scale

Needs Attention (0)	Below Expectation (1)	Meets Expectation (2)	Above Expectation (3)	Greatly Exceeds Expectation (4)
<ul style="list-style-type: none"> Requires support and constant reminders to follow the established rights and responsibilities Requires support and constant reminders to follow instructions Requires support and constant reminders to cooperate with others Requires support and constant reminders to make safe choices 	<ul style="list-style-type: none"> Can follow the established rights and responsibilities with some support Needs prompting to stay on task and occasionally distract others from their learning Can cooperate and collaborate with others with support Requires support to make safe choices 	<ul style="list-style-type: none"> Mostly follow the established rights and responsibilities Follows instructions with minimal prompting Is inclusive and respectful of others Is focused when learning and allow others to learn without distraction Acts safely most of the time 	<ul style="list-style-type: none"> Encourages and promotes the established rights and responsibilities Follows instructions and use my initiative to complete tasks Is a positive example to others Acts safely at all times 	<ul style="list-style-type: none"> Demonstrates and supports others in the rights and responsibilities Completes all work and challenges self beyond what is expected Role model to others Is safe and supports others to make safe choices

Effort Scale

Needs Attention (0)	Below Expectation (1)	Meets Expectation (2)	Above Expectation (3)	Greatly Exceeds Expectation (4)
<ul style="list-style-type: none"> Consistently does not complete work to the best of their ability Is rarely organised and prepared for learning Does not seek assistance when required and rarely acts on feedback Is reluctant to work towards goals 	<ul style="list-style-type: none"> Inconsistently applies effort to work to the best of their ability Requires regular reminders to be organised and prepared for each lesson Rarely seeks assistance when required and rarely acts on feedback Requires support to work towards goals 	<ul style="list-style-type: none"> Consistently works to the best of their ability Organised and prepared for learning Responds to feedback and asks for help when needed Achieves agreed goals 	<ul style="list-style-type: none"> Accepts challenges consistently Organised and prepared for learning and supports others in their learning Details and responds to feedback to improve learning Can articulate the next steps required in their learning 	<ul style="list-style-type: none"> Demonstrates independence and resilience in their work habits Organised and prepared for learning and often assists others Self-assessment of own learning to set challenges and make improvements Can identify and plan for future goals

Report Introduction

This page provides an overview of the school's three reporting elements. All reporting elements work together and aim to provide updates to parents on your child's progress, achievements and next steps.

Semester Reports occur twice a year, every 6 months, in Term 2 and 4.

Progress Reports are completed at the end of each term.

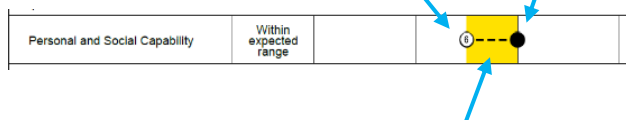
Ongoing Reporting Tasks are completed termly, focused on current achievements in Literacy and Numeracy units of study.

The information page contains the Behaviour and Effort Scales used to assess students for their Progress Reports. The Progress Reports are presented graphically at the end of the report.

Interpreting the Curriculum Ratings:

When this area was last reported on (6months ago)

Where your child is achieving currently



The dotted line represents the growth your child has made on the Victorian Curriculum standards since the last reporting period. Half a box is 6months, full box is 12months growth.

The yellow band indicates the curriculum expected range of achievement for the year level.

The following areas will include a Curriculum Rating:

Generalist: Personal and Social, Inquiry based units

English: Reading, Writing, Speaking and Listening

Mathematics: Number and Algebra, Measurement, Probability and Statistics

Specialist Areas: Physical Education, Creative Arts and Japanese (3-6)

The above information is designed to help understand how to interpret the curriculum 'dots'.

Should you still have questions or require clarification about your child's curriculum ratings, please contact your child's teacher to discuss.

Generalist ##
Student Name
 Teachers: (teacher names)
 Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
Capabilities						
Personal and Social Capability	Within expected range		●			
Ratings 12 months or more above 6 months-12 months above Within expected range 6 months-12 months below 12 months or more below		Well above the expected level Above the expected level At the expected level Below the expected level Well below the expected level		Legend ○ Previous result, 6 months ago ● Your child's achievement this semester - - - Your child's progress ■ The expected level of achievement		
General Comment						
Personal Commentary and Achievement Statements.						

Generalist Page

This page provides a Personal Comment about your child, including their achievement in the Personal and Social Capability of the Victorian Curriculum.

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable 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.

It is important to note that if there is no growth in a curriculum area, it does not mean your child has not made progress in this learning area. Teachers are able to provide evidence of student learning and progress that has been made, which is not reflected in the curriculum rating's (dot) position on the report.

Reading
Student Name
 Teachers: (teacher names)
 Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
English						
Reading and Viewing	6 months-12 months above		●			
Speaking and Listening	Within expected range		○			
Ratings 12 months or more above 6 months-12 months above Within expected range 6 months-12 months below 12 months or more below		Well above the expected level Above the expected level At the expected level Below the expected level Well below the expected level		Legend ○ Previous result, 6 months ago ● Your child's achievement this semester - - - Your child's progress ■ The expected level of achievement		
achievements:						
3 Achievement Statements						
next steps:						
2 Next Steps Statements						

Reading Page

This page provides your child's achievement in the Reading, and Speaking and Listening areas of the Victorian Curriculum.

It also includes 3 achievement statements and 2 next steps statements for your child's learning in Reading.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

Reading is **assessed** in an ongoing manner through reading with children independently and within Literature Group or Guided Reading Group work. Teachers formally assess students twice a year using Fountas and Pinell Benchmarking and years 1-6 Progressive Achievement Tests (PAT) to support and confirm their teacher judgments.

Writing

Student Name

Teachers: (teacher names)
Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
English						
Writing	6 months-12 months above		●	●		

Ratings

12 months or more above	Well above the expected level
6 months-12 months above	Above the expected level
Within expected range	At the expected level
6 months-12 months below	Below the expected level
12 months or more below	Well below the expected level

Legend

○	Previous result, 6 months ago
●	Your child's achievement this semester
---	Your child's progress
■	The expected level of achievement

achievements:

3 Achievement Statements

next steps:

2 Next Steps Statements

Writing Page

This page provides your child's achievement in the area of Writing of the Victorian Curriculum.

It also includes 3 achievement statements and 2 next steps statements for your child's learning in Writing.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

Writing is **assessed** through students ongoing drafting and publishing of written pieces over time. Teachers work together to moderate student writing samples to gain confidence in placing students on the Victorian Curriculum.

Mathematics

Student Name

Teachers: (teacher names)
Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
Mathematics						
Measurement and Geometry	Within expected range		○	●		
Number and Algebra	6 months-12 months above		○	●		
Statistics and Probability	6 months-12 months above		○	●		

Ratings

12 months or more above	Well above the expected level
6 months-12 months above	Above the expected level
Within expected range	At the expected level
6 months-12 months below	Below the expected level
12 months or more below	Well below the expected level

Legend

○	Previous result, 6 months ago
●	Your child's achievement this semester
---	Your child's progress
■	The expected level of achievement

achievements:

3 Achievement Statements

next steps:

2 Next Steps Statements

Mathematics Page

This page provides your child's achievement in the area of Mathematics of the Victorian Curriculum.

It also includes 3 achievement statements and 2 next steps statements for your child's learning in Number domain.

Number and Algebra are developed together, and each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Mathematics learning is **assessed** in an ongoing manner through a variety of student learning tasks, formal testing and Problem Based Learning tasks. Teachers formally assess students twice a year in years 1-6 Progressive Achievement Tests (PAT) to support and confirm their teacher judgments and using Maths Online Interview in years F-2 to further support their teacher judgments.

Inquiry
Student Name

Teachers: (teacher names)
Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
Science						
Science	6 months-12 months above			●		
Technologies						
Digital Technologies						
The Humanities						
Geography	Within expected range			●		
History	6 months-12 months above			●		

Ratings		Legend	
12 months or more above	Well above the expected level	○ Previous result, x months ago	
6 months-12 months above	Above the expected level	● Your child's achievement this semester	
Within expected range	At the expected level	— Your child's progress	
6 months-12 months below	Below the expected level	■ The expected level of achievement	
12 months or more below	Well below the expected level		

achievements:
Unit 1 Achievement Statements.
Unit 2 Achievement Statements.

Inquiry Page

This page provides your child's achievement a range of capabilities in the Victorian Curriculum, such as Science, History, Geography, Design and Digital Technologies. These areas are part of the Inquiry learning framework.

It provides a brief statement of achievement for each unit covered in the semester.

It is important to note that these areas are generally covered over a two year learning cycle. The Previous result can typically be 12, 18 or 24 months ago from the last time the particular area was reported against.

Foundation, Year 1 and 2 students are not required to formally report on these areas against the curriculum, as the core focus is English, Mathematics, Personal and Social, Physical Education and the Arts.

For students in Year 3, the achievement dot will not show growth as it is likely to be the first time this area has been formally reported on.

Inquiry is **assessed** over the term as students learn, research and share their learning of the unit in a variety of Inquiry sessions and in their taking action presentation or learning product. This can be individual or small group actions and products that demonstrates their understandings.

Physical Education
Student Name

Teachers: (teacher names)
Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
Health and Physical Education						
Physical Education	Within expected range			○		

Ratings		Legend	
12 months or more above	Well above the expected level	○ Previous result, x months ago	
6 months-12 months above	Above the expected level	● Your child's achievement this semester	
Within expected range	At the expected level	— Your child's progress	
6 months-12 months below	Below the expected level	■ The expected level of achievement	
12 months or more below	Well below the expected level		

achievements:
Brief Achievement Statements.

Physical Education Page

This page provides your child's achievement in the area of Physical Education in the Victorian Curriculum.

It provides brief statements of achievement for the semester.

The **Physical Education** curriculum aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

Physical Education is **assessed** throughout each unit of learning focussed on skill development and application in game based situations, including team work and technical skills.

Creative Arts

Student Name

Teachers: (teacher names)
Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
The Arts						
Visual Arts	Within expected range					

Ratings

12 months or more above	Well above the expected level
6 months-12 months above	Above the expected level
Within expected range	At the expected level
6 months-12 months below	Below the expected level
12 months or more below	Well below the expected level

Legend

- Previous result, x months ago
- Your child's achievement this semester
- Your child's progress
- The expected level of achievement

achievements:

Brief Achievement Statements.

Creative Arts Page

This page provides your child's achievement in the area of Physical Education in the Victorian Curriculum.

It provides brief statements of achievement for the semester.

The **Visual Arts** curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Creative Arts is **assessed** throughout each unit as students develop different art skills that are then expressed in the artwork created in Creative Art sessions.

Japanese

Student Name

Teachers: (teacher names)
Moonee Ponds West Primary School – 2023 – Semester 2

Victorian Curriculum						
	Rating	Level 2	Level 3	Level 4	Level 5	Level 6
Languages						
Japanese (F-10)	Within expected range					

Ratings

12 months or more above	Well above the expected level
6 months-12 months above	Above the expected level
Within expected range	At the expected level
6 months-12 months below	Below the expected level
12 months or more below	Well below the expected level

Legend

- Previous result, x months ago
- Your child's achievement this semester
- Your child's progress
- The expected level of achievement

achievements:

Brief Achievement Statements.

Japanese Page

This page provides your child's achievement in the area of Japanese in the Victorian Curriculum.

It provides brief statements of achievement for the semester.

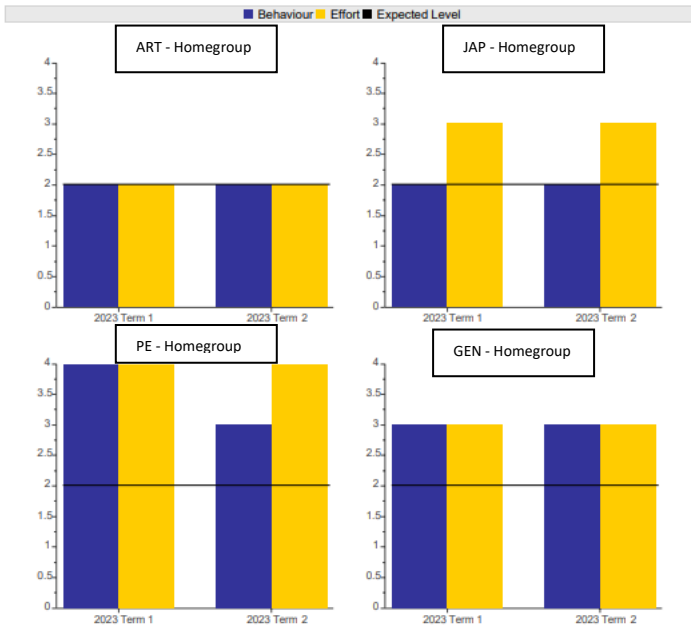
The **Languages (Japanese)** curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Foundation, Year 1 and 2 students are not required to be formally reported on against the Japanese curriculum, as the core focus is English, Mathematics, Personal and Social, Physical Education and the Arts.

Japanese is assessed and reported against on the Victorian Curriculum from Years 3-6.

All students will receive a unit overview of learning for the semester and brief achievement statements from F-6.



Progress Report Summary Page

This page provides a summary of your child's Semester Progress Reports (two terms). This allows you to see any trend or change in your child's behaviour and/or effort over 6months.

You are able to see the 4 main subject areas your child participates in, including Generalist (classroom), PE, Art and Japanese.

The numerical vertical scale refers to the table of behaviours that can be found on the **Information Page** of the Semester Report, where:

- 0- Needs Attention
- 1- Below Expectation
- 2- At Expectation
- 3- Above Expectation
- 4- Greatly Above Expectation

The black line in the graph indicates the 'expected level' (2).

The blue graph represents your child's 'Behaviour' score.

The yellow graph represents your child's 'Effort' score.