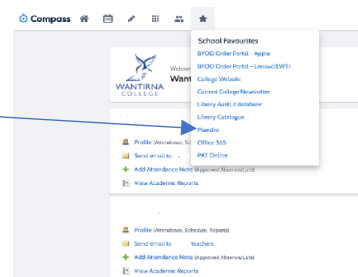


The Parents' Quick Guide to Navigating Maestro

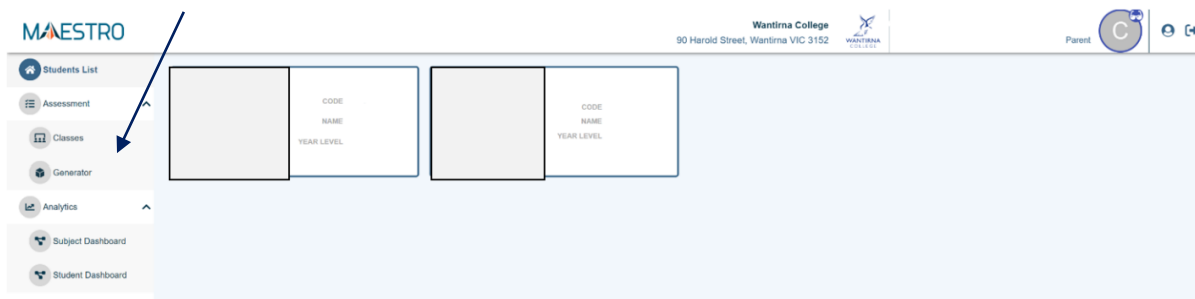
1. Log Into Maestro

- ✓ Teachers, Students, and Parents all have access to Maestro
- ✓ Logging into new account:
 - Activate your account through the email invitation sent from *Analytics for Schools*.
- ✓ Logging into an existing account:
 - Link - <https://wantirnasc-v.maestro.analyticsforschools.com.au/login> or use the Link in Compass.
 - Email Address – enter email registered in Compass
 - Password - set up by user.
- ✓ All technical issues, password resets and account activations email - maestro@wantirnacollege.vic.edu.au



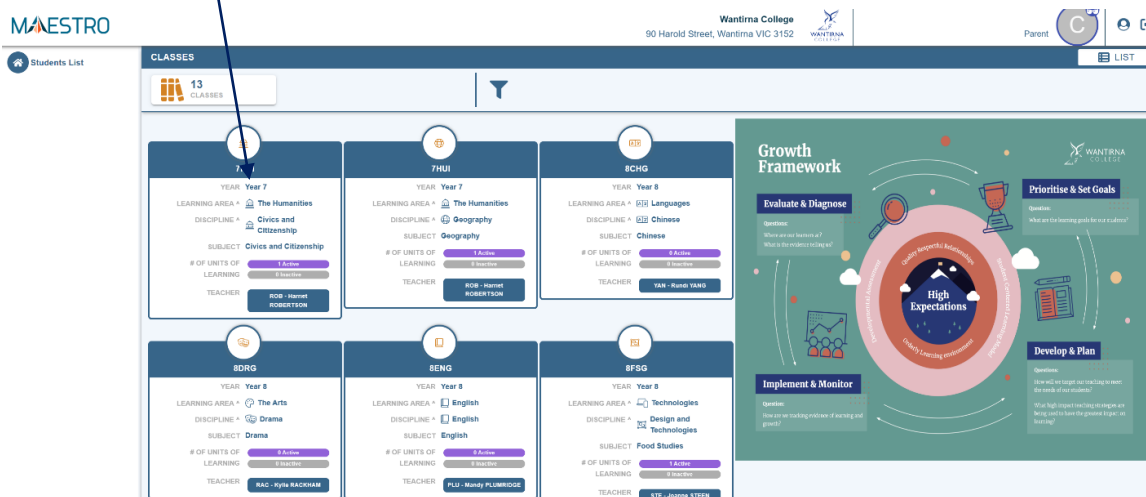
2. Parent Home Page - Shows all students/children at the College.

- ✓ Select 'Classes' to show all classes for the student.



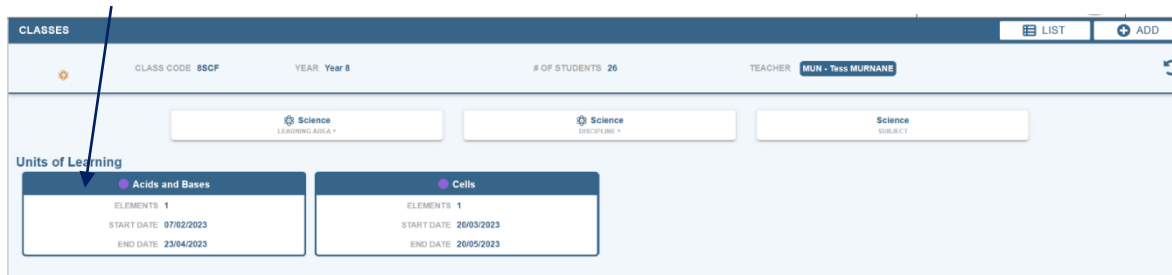
3. Classes - Shows all classes/teachers and the numbers of active (purple) and inactive rubrics (grey) for each subject.

- ✓ Select a 'Subject' to view an active developmental rubric.



4. Class Page - Shows all classes and active (purple) and inactive rubrics (grey) for each subject.

- ✓ Select a 'Developmental Rubric' for all the learning steps in that Unit of Learning steps.



Interpreting a Year 7 -10 Victorian Curriculum Developmental Rubric

Victorian Curriculum Rubrics show the skills & knowledge assessed in a Unit of Learning.

- ✓ in 'teacher view' parents can see the student's current achievement for each skill/knowledge as assessment by the teacher and student.
- ✓ in 'student view' parents can see how students have self-assessment their skills and knowledge

This sample shows a developmental rubric for a unit of learning with one key skill – 'Understanding Dimensions of Health'

The Information Header

Shows basic details about the **learning area**, the **subject**, the **class**, and the name of the **unit of learning**.

Teacher View and Student View

Parents can select the presentation of the rubrics, in either **student view** or **teacher view**.

CLASSES

Year 8 Health and Physical Education Health and Physical Education Health and Physical Education SHPG Foundations of Health

Student View

Log

Understanding Dimensions of Health and Wellbeing

Changes:

Marked on 17/10/2022 12:00 AM by closed by API

Understanding Dimensions of Health and Wellbeing

Changes:

Level 7 →

Level 6 →

I need support →

Marked on 17/10/2022 12:00 AM by

The 'I-Can' Level Statements

The statements describe learning as a sequence of developmental steps & are based on the Victorian Curriculum. **Statements are read from the bottom to the top.**

The statements describe a skill/knowledge in progressively more complex & challenging stages from 'I need support' at the bottom through to 'Level 10A' at the top.

The Log

Keeps a **chronological record of the marking** made by the student & teacher.

Rubric Marking Key

Teachers and students assess knowledge/skills as:

- Orange - Insufficient Evidence** - not yet taught or demonstrated.
- Gray - Consolidating** - demonstrated through classroom activities.
- Blue - Mastering** - demonstrated through assessments & other evidence of learning & demonstrated or submitted for assessment.

Key skills / Knowledge

Teacher view

Mastering
Consolidating
Insufficient evidence

Using examples from a case study, I can describe the interrelationships between dimensions of health and wellbeing. (HPE-10.1.L10A.1)

I can describe the interrelationships between dimensions of health and wellbeing. (HPE-10.1.L10.1)

explain how an individual's different experiences can either positively or negatively impact each dimension of health and wellbeing. (HPE-10.1.L9.1)

Using examples from a case study, I can describe different dimensions of health and wellbeing. (HPE-10.1.L8.1)

dimensions of health and wellbeing contribute to an individual achieving optimal health and wellbeing, as well analyse various means. (HPE-10.1.L7.1)

I can identify the different dimensions of health and wellbeing, including physical, social, emotional, mental and spiritual. (HPE-10.1.L6.1)

Need support with: Understanding Dimensions of Health and Wellbeing (HPE-10.1.N5.1)

Understanding Dimensions of Health and Wellbeing

Dimensions of Health and Wellbeing

Being healthy, safe and active

Personal, Social and Community Health

Interpreting a Year 11 and 12 VCE Developmental Rubric

VCE Rubrics show the skills & knowledge assessed in an Area of Study

Parents can select *Teacher View* to see the teacher feedback or *Student View* to see student self assessments

CLASSES		VCE Curriculum		#23 students		Curriculum	
Year 10, Year 11		1ACCA		Teachers: LIN		Learning area Business and Economics Study design Accounting	
STUDENT VIEW		BULK MARKING		GUTTMAN CHART		Key skills / knowled... Teacher View	
<div>Logs granular steps</div> <div>01 The role of accounting 1.3 The Accounting Equation... Changes: Satisfactory Working towards Sat... Marked on 07/Feb/2025 by MAR</div> <div>01 The role of accounting 1.3 The Accounting Equation... Changes: Satisfactory Working towards Sat... Marked on 07/Feb/2025 by MAR</div>	Stretch	Stretch Skills – students are given the opportunity extend & challenge themselves to achieve academic excellence				X	
	Working towards Stretch						
	Working towards Stretch						
	Satisfactory	Outcome 1: Nature and role of accounting	Outcome 1: Explain and apply relevant qualitative characteristics and accounting assumptions	Outcome 1: The Accounting Equation and the Balance Sheet			
	Working towards Satisfactory	Satisfactory Skills – students must demonstrate all the skills below this level to satisfy the outcome statement					
	Working towards Satisfactory					I can calculate Working Capital Ratio and Debt Ratio based on the details in the Balance Sheet	
	Working towards Satisfactory					I can link the qualitative characteristics and accounting assumptions to different situations	
	Working towards Satisfactory					I can record how each transaction has at least a two-fold effect on the Accounting Equation	
	Working towards Satisfactory					I can distinguish between current and non-current assets, and current and non-current liabilities	
	Working towards Satisfactory					I can define the qualitative characteristics and accounting assumptions	
Working towards Satisfactory					I can identify the qualitative characteristics and accounting assumption		
Working towards Satisfactory					I can list the qualitative characteristics and accounting assumptions		
I need support					X	X	X
Key skills / knowledge		1.1 Nature and role of accounting		1.2 Accounting Assumptions and Qualitative Characteristics		1.3 The Accounting Equation and the Balance Sheet	
Organising elements	01 The role of accounting		01 The role of accounting		01 The role of accounting		
Outcome A	Outcome 1: On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.		Outcome 1: On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.		Outcome 1: On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.		
Area of study	Area of Study 1: The role of accounting		Area of Study 1: The role of accounting		Area of Study 1: The role of accounting		
Unit	Unit 1: Role of accounting in business		Unit 1: Role of accounting in business		Unit 1: Role of accounting in business		
Study design	Accounting		Accounting		Accounting		
Learning area	Business and Economics		Business and Economics		Business and Economics		

Interpreting The Student Dashboards

This interactive display provides a range of data & information from Compass & standardized tests

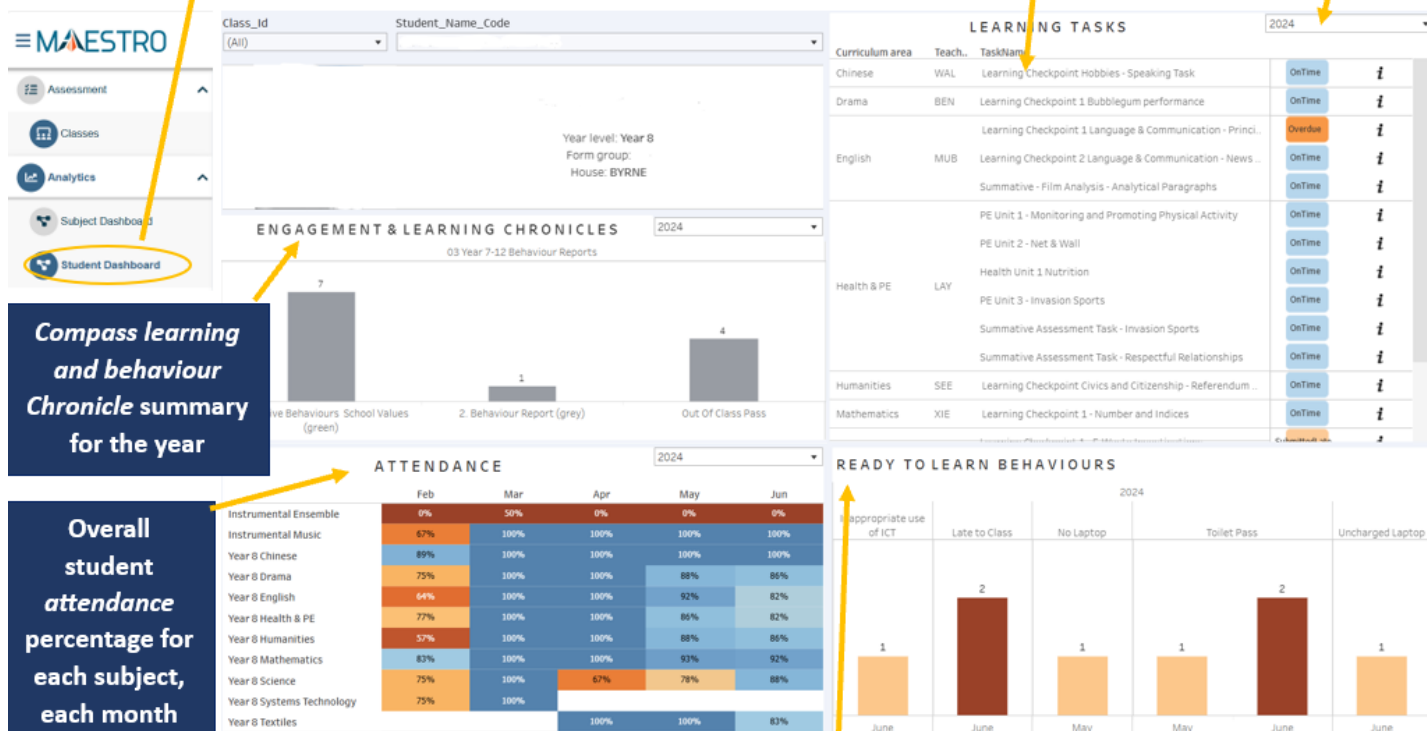
Maestro Student Dashboard – VCE



Maestro Student Dashboard – Year 7-10

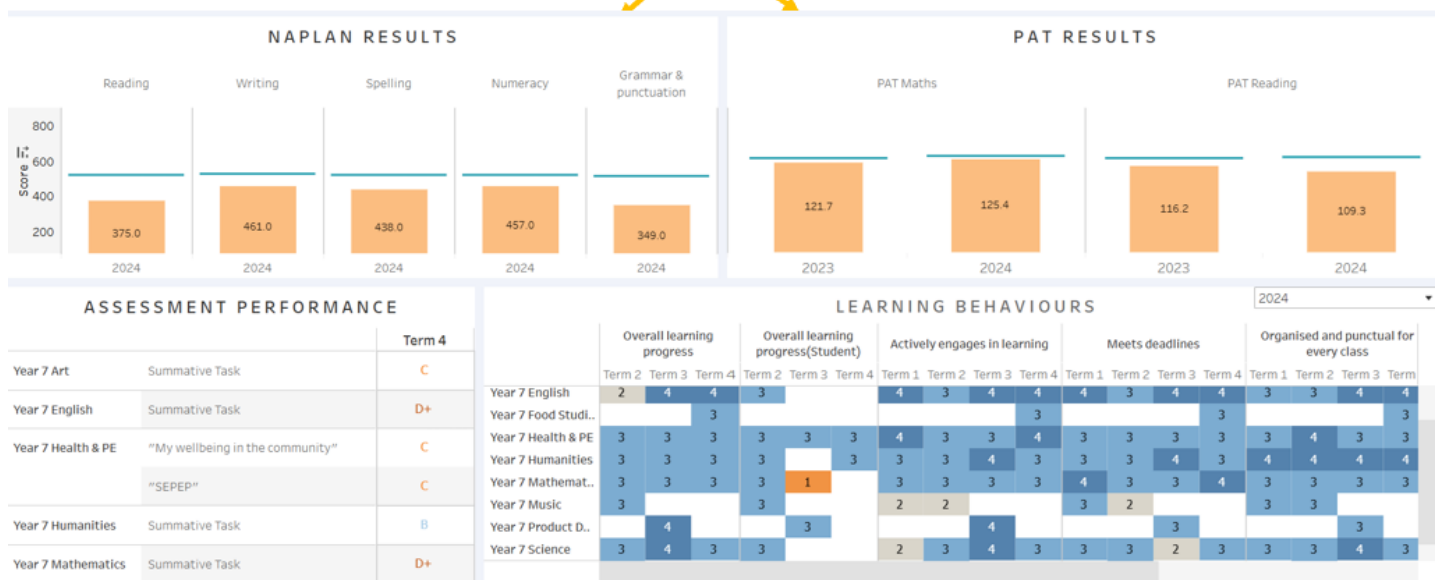
Compass Learning Tasks – assessments & homework tasks

Select Year



Total - Ready to Learn Behaviours recorded for year

NAPLAN and PAT achievement data relative to the state average achievement in each area



Summative Assessment Grades from Semester Reports

The comparative Learning Behaviour averages as recorded by teachers for each subject

The Year 7 -10 Victorian Curriculum Semester Report Dashboard

This is an *interactive dashboard* - hover over the different graphics for more information.

