

Vermont Primary School Curriculum

2023 Semester 1 Academic Reports

Semester One Reports will be published to Sentral on Friday 23rd June 2023. You can download your child's report from Sentral and save it to your personal device and choose to print or keep a digital copy for future reference. This semester, the progression of learning will be shown in **subject areas reported to previously**.

For those new to the Victorian Curriculum Reports,
Please refer to the explanations below:

English

Overall Effort

Very Good

| Learning Area | Rating | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|------------------------|--------|---------|---------|---------|---------|---------|
| English | At | | ○-----● | ● | | |
| Reading and Viewing | At | | ○-----● | ● | | |
| Writing | Abv | | ○-----● | | ● | |
| Speaking and Listening | At | | ○-----● | ● | | |

Your child's achievement
12 months ago

Your child is
AT level

Your child's
achievement in this
report

If the subject was not reported to 12 months ago, only the current achievement will be represented in the table. An example is below.

Intercultural Capability

| Learning Area | Rating | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--------------------------|--------|---------|---------|---------|---------|---------|
| Intercultural Capability | Abv | | | ● | ● | |
| Cultural Practices | Abv | | | | ● | |
| Cultural Diversity | WAbv | | | | | ● |

Rating

Schools are mandated to report student achievement on a 5-point scale. Vermont Primary School uses the following scale to report student achievement against the Victorian Curriculum:

| Achievement against expected age levels | Vermont Primary Scale | Rating |
|---|---|--------|
| 1.5 of more years ahead | Well Above the standard expected at this time of year | WAbv |
| 6 months to 1 year ahead | Above the standard expected at this time of year | Abv |
| 6 months behind to <i>at</i> level | At the standard expected at this time of year | At |
| 1 year behind | Below the standard expected at this time of year | Bel |
| 1.5 years or more behind | Well below the standard expected at this time of year | Wbel |

Foundation

Results of working 1 year or more behind the expected standard will be represented by an arrow.

English

| Learning Area | Rating | Foundation | Level 1 |
|------------------------|--------|------------|---------|
| English | At | ● | |
| Reading and Viewing | At | ● | |
| Writing | | ← | |
| Speaking and Listening | | ← | |

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2023 English as an Additional Language (EAL) Report

For some students, they may have arrived at school with limited skills and little exposure to the English language, even if they were born in Australia. They may take time to develop the skills and knowledge outlined. As a result, they are monitored and assessed learning English as their additional language.

English as an Additional Language

| Learning Area | Stage A1 | Stage A2 |
|------------------------|----------|----------|
| Speaking and Listening | | ● |
| Reading and Viewing | | ● |
| Writing | | ● |

Learning Progression Achievement

| Progression Achievement | Not Yet Applicable | Limited Progress | Satisfactory Progress | Very Good Progress | Excellent Progress |
|--------------------------|--------------------|------------------|-----------------------|--------------------|--------------------|
| EAL Language Mode | | | | | |
| Reading and Viewing | | | | ✓ | |
| Writing | | | ✓ | | |
| Speaking and Listening | | | ✓ | | |

| Skills Reported to This Semester | | | | | |
|---|-----------|------------|----------|-----------|----------|
| Progression Achievement | Beginning | Developing | Achieved | Extending | Advanced |
| Reading and Viewing | | | | | |
| Identifies the sounds of the alphabet and letter combinations, for example the or sound can be made with or, oor, ore, aw and au. | | | | ✓ | |
| Recognises and reads high frequency words. | | | | ✓ | |
| Reads and responds to a range of familiar texts, with complex sentence patterns. | | | | ✓ | |
| Retells the story they have read and talks about the book. | | | ✓ | | |
| Answers literal questions about the text. | | | ✓ | | |
| Writing | | | | | |
| Writes simple stories, recounts and factual texts, with an awareness of structure. | | | ✓ | | |
| Writes sentences using correct basic structure and vocabulary. | | | | ✓ | |
| Uses some common and irregular past tense verbs correctly. | | | ✓ | | |
| Uses a number of conjunctions to link ideas. | | | ✓ | | |
| Uses plausible attempts to spell new words and accesses a resource for unknown words. | | | ✓ | | |
| Plans, writes, edits and presents their learning tasks. | | | ✓ | | |
| Speaking and Listening | | | | | |
| Communicates in basic English with peers and teachers, with increasing fluency. | | | | ✓ | |
| Expresses ideas when speaking about familiar and unfamiliar topics. | | | ✓ | | |
| Follows short simple instructions to complete activities. | | | | ✓ | |
| Takes turns when speaking and asks questions if they have lost meaning. | | | ✓ | | |
| Interacts appropriately with peers. | | | | ✓ | |

Attached is an additional information sheet for parents and carers outlining the curriculum for English as an Additional language. If you have any further queries about the reports, please contact your child's classroom teacher.