

Student Report Information



Student reports are used for every student in all Victorian government schools to report student achievement against the Victorian Curriculum. The purpose of the reports is to paint a clear picture about your child's current level of achievement, the progress they have made this semester, their attendance at school, the learning they have been offered this semester, their social and emotional learning skills and their personal reflection about their year.

Semester Reports

Class attendance: Identifies the number of days your child has been late, and the percentage of attendance your child has had at school this semester.

Class Attendance			
Days Late	0	School Attendance (%)	89

Victorian Curriculum dot page: Students current level of achievement based on the Victorian Curriculum is shown by the black dot. You can also see how your child has progressed by the dotted line. The number inside the circle indicates the time in months for the reporting period. E.g. in the below example, Reading and Viewing was last reported on 6 months ago, whereas Science, was last reported on 12 months ago.

The yellow shaded area on the report shows the 'expected level' for your child's year level (Grade 1 in the example below).

Victorian Curriculum																		
	Rating	Foundation	Level 1	Level 2	Level 3	Level 4												
Capabilities																		
Personal and Social Capability	Above Standard		ⓧ --- ●															
English																		
Reading and Viewing	Above Standard		●	ⓧ --- ●														
Speaking and Listening	Above Standard		ⓧ --- ●															
Writing	Above Standard		ⓧ --- ●															
Health and Physical Education																		
Physical Education	At Standard		ⓧ --- ●															
Mathematics																		
Mathematics	Above Standard		●															
Science																		
Science	At Standard		ⓧ --- ●															
Technologies																		
Digital Technologies	At Standard		ⓧ --- ●															
The Arts																		
Music	At Standard		●															
Visual Arts	At Standard		ⓧ --- ●															
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Social and Emotional Learning Skills: An indication of how your child is working within the classroom and out in the yard, against the social and emotional skills of Personal Best, Behaviour and Respect for others- towards teachers and peers. This semester, all specialist teachers have also completed the below table about each child’s social and emotional learning skills within their subject.

Social and Emotional Learning Skills				
	Requires Improvement	Good	Very Good	Excellent
Personal Best				✓
Behaviour				✓
Respect for Others				✓

General comment: The general comment is an overview about how your child has progressed this semester written by their classroom teacher. The teacher identifies the strengths of your child, and may comment on how they participate within the classroom, how they interact with their peers and possible areas of focus for the following term.

Student comment: The student comment is your child’s reflection about their time at school for the semester. Students will be encouraged to celebrate their successes and identify what they are most proud of about their work at school. They may share what they love most about coming to school, and set themselves a goal for next semester. We encourage you to talk to your child about their comment and have them share their proud moments and achievements.

Classroom Learning: Your child’s Literacy and Numeracy progress will be displayed on separate pages, including teacher comments that identifies ‘What they have achieved’, ‘Areas for improvement to future learning’ and what the school will do to support the student in their learning, for Reading, Writing and Numeracy.

Reading
<p>What has achieved</p> <p>can:</p> <ul style="list-style-type: none"> - evaluate how the writer has used illustrations and print to convey big ideas - derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English.
<p>Areas for improvement to future learning</p> <p>will continue to work on:</p> <ul style="list-style-type: none"> - inferring the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning - finding evidence to support an argument.
<p>The school will do the following to support in their learning</p> <p>At school we will:</p> <ul style="list-style-type: none"> - set and monitor reading goals for on an ongoing basis - provide differentiated texts and explicit teaching to meet needs.

Learning offered statement: Each subject includes a learning offered statement which explains the learning opportunities students have been provided this semester and key themes/ideas they have focused on.

Learning Offered in Literacy
<p>In Grade 1, students participated in one on one conferences, small groups and class discussions to interact with teachers and their peers. Students have developed their phonological and phonemic awareness through daily exposure to rhyming, syllabification, onset and rime, segmenting and blending and phoneme manipulation. Students have developed their understanding of decoding and encoding through explicitly taught Sounds-Write lessons, focusing on the Extended Code; Unit 9 spelling ow and sounds /oe//ow/, Unit 10 sound m/oo/n and spellings oo, ew, ue, u-e, o, Unit 11 sound /ie/ and spelling i, ie, y, i-e, igh, Unit 12 sound b/oo/k spellings oo, u, oul, Unit 13 spelling oo and sounds m/oo/n and b/oo/k, Unit 14 sound /u/, /ou/ and /o/, Unit 15 and 16. Students have engaged in a variety of texts for enjoyment as they listened, read, viewed and interpreted spoken and written words. A further focus has been on building their comprehension through explicitly teaching reading strategies including solving words, monitoring and self-correcting, making connections, summarising, analysing, critiquing, synthesising, searching for and using information, maintain fluency and inferring.</p> <p>In Writing, students created a variety of texts including narratives, descriptions and expositions while ensuring they used punctuation, illustrations and powerful writing strategies. Our Grade 1 students have written amazing, descriptive texts about The Dreaming, The Olympics, our school concert, Winter and animals. Grade 1 students also completed an incredible piece of writing about The Ice Age for The Writers’ Festival. We have also been focusing on our handwriting by forming our letters correctly through explicit modelling of directionality, size and proportion and using the dotted thirds.</p>

Learning Offered in Visual Arts

This semester in Visual Arts, students in Grade 1, have explored colour and texture through experimenting with paints, pencils, pastels, oil pastels and crayons. They have developed their drafting and editing skills, whilst exploring their imagination to create visual artwork. Students have explored and created a range of different style artworks, including painting, printing and collage, to further enhance their knowledge and experience of Visual Arts.

Learning Offered in Health and Physical Education

In Grade 1, students have participated in activities to keep them active and identified activities that promote both physical and mental wellbeing. In Term 1 the focus was Fundamental Motor Skills including throwing and catching, running and dodging, leaping and kicking. In Term 2 the focus has been on further developing their ball handling skills and learning the AFL skills of marking, hand passing and kicking. Students have used these skills in games that involve more complex rules, with a focus on skill development and working cooperatively in a team.

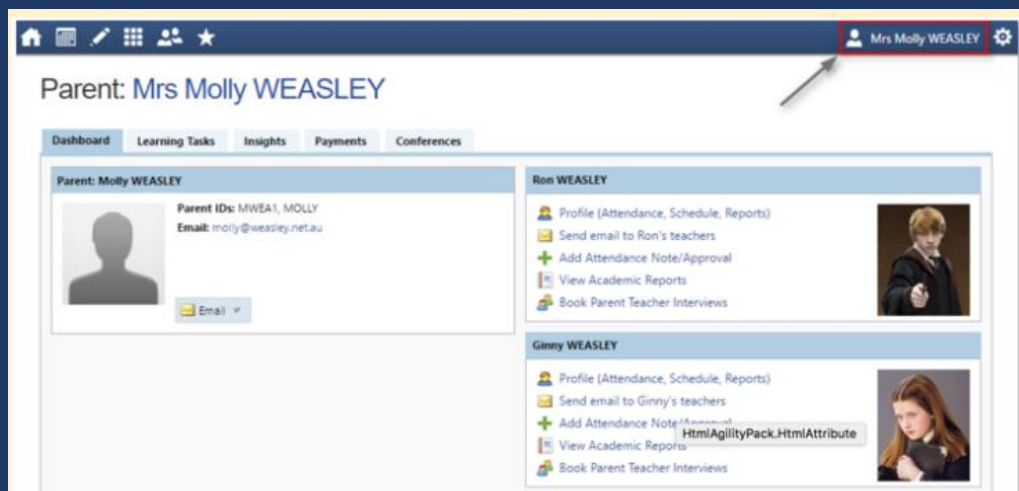
How to access your Child's Report on Compass?

Step 1. Log into your Compass portal using your unique Compass username and password. If you are having trouble please contact the Office for assistance.

Step 2. Click on View Academic Reports next to your child's name.

Step 3. Download the '2024- Semester Two' document.

You can view your child's report as a PDF online or print it.



Changes to Mathematics Reports

The Victorian Curriculum Assessment Authority is currently working through the process of revising the Victorian Curriculum, beginning with Mathematics. The Numeracy team at Delacombe Primary School have been supporting teachers throughout Semester Two, to implement and report on the revised Victorian Curriculum F–10 Mathematics 2.0, and this has changed the way we report on Mathematics.

The VCAA states “The revised Victorian Curriculum F–10 Mathematics will give Victoria’s students the best opportunity to thrive in a world of increasing change and rapid technological advancement. Mathematics Version 2.0 reflects the expertise and feedback of our teachers, with the new curriculum making it more streamlined for teachers to plan, assess and report on student learning.”

Mathematics Version 2.0:

- organises the content into 6 strands (Number, Algebra, Measurement, Space, Statistics and Probability), where previously content was structured into 3 dual strands and 13 sub-strands.
- embeds the proficiencies of Understanding, Fluency, Reasoning and Problem-solving into the content descriptions, which provides teachers with a clearer picture of how proficiency in Mathematics can empower and enable students to respond to familiar and unfamiliar situations by employing mathematical processes to solve problems efficiently, making informed decisions, reflecting on and evaluating approaches, and verifying that answers and results are reasonable in the context.

In Semester One, we reported on the 3 strands of Mathematics (Number & Algebra, Measurement & Geometry and Statistics & Probability) so there were 3 dots on the report, however the revised Victorian Curriculum 2.0 is just a single Mathematics dot which reflects a student’s current level across all strands.

Semester One:

Mathematics						
Measurement and Geometry	At Standard				●	
Number and Algebra	At Standard				●	
Statistics and Probability	At Standard				●	

Semester Two:

Mathematics						
Mathematics	At Standard				●	

Due to the change in the how we are reporting, you will not see a growth line on your child’s report, and at times it may appear that your child not progressed from Semester One, or in some cases, gone backwards. This is a result of the changes to reporting, and the fact that the 3 strands from Semester One reports are now being joined and reported on as one dot. If you have any concerns about your child’s report, please contact their classroom teacher to discuss this further.