



Reporting Student Progress and Achievement – 2017 Revised Guidelines for Victorian Catholic Schools

Contents

Contents	2
1. Introduction	3
2. Definitions	3
3. Origins of the Minimum Requirements	4
Legislative and Regulatory Framework	4
Statutory and Sectoral Authorities	4
4. Minimum Requirements for Reporting for Students in Years P-10	5
Frequency	5
Accessibility	5
Curriculum Framework	6
Standard Framework	6
<i>Prep to Grade 2</i>	7
Recording Judgements	7
Displaying Judgements: Standard Curriculum	8
<i>Achievement</i>	8
<i>Progress</i>	10
<i>Scale</i>	10
<i>Comparative Performance Reporting</i>	11
Additional Content	11
Format	12
5. Reporting Progress and Achievement for Students with Additional Learning Needs	12
6. Reporting Progress and Achievement for Students in Special Circumstances	14
7. Reporting Progress and Achievement for Students Pursuing Managed Pathways	15
8. Minimum Requirements for Reporting for Students in Years 11 and 12	16
Religious Education in Years 11 and 12	16
9. Reporting Software	16
References	18
Appendix 1: Summary of the Minimum Requirements for Reporting Student Progress and Achievement in Victorian Catholic Schools	19
Appendix 2: Reporting on International Baccalaureate Programmes	21
Appendix 3: Reporting Stage/Levels A to D (Students with Disabilities)	23
Appendix 4: Reporting on the EAL Developmental Continuum P-10	24
Appendix 5: Glossary	25
Appendix 6: Victorian Curriculum Lookup Matrix	
Appendix 7: Religious Education Progression Point Values	

1. Introduction

Following the publication of the Victorian Curriculum and Assessment Authority's (VCAA) [F-10 Curriculum Planning and Reporting Guidelines](#) in February 2014, the minimum reporting requirements for Victorian schools were modified, offering schools greater autonomy for communicating student progress and achievement to parents.

By mid-2014, all four dioceses committed to a Victorian Catholic response developed in light of stakeholder feedback. In addition to providing greater clarity for schools, the response also sought to reinforce the opportunities that the Integrated Catholic Online Network (ICON) will offer, including access to enterprise technologies and learning tools to enable tracking, assessment and reporting of student learning and provide parents with timely access to student learning information.

Actions included:

- Working in partnership with the Victorian Department of Education and Training (DET) and VCAA
- Scanning the research literature to identify 'best practice' in student reporting (see References, below)
- Investigating school practice in each diocese in partnership with schools
- Developing, publishing and seeking feedback on a *2015 Discussion Paper on Future Directions for Reporting Student Achievement and Progress in Catholic Schools*
- Providing advice and resources to support schools to engage their own stakeholders, especially parents
- Establishing diocesan reference groups to provide advice on draft guidelines

These finalised guidelines provide scope for schools to move away from the 'one size fits all' formal report card to a range of other approaches, including those that may better address what parents/carers want to know and need to know. This is particularly important in the provision of information that is personalised to students as learners and people, a hallmark and strength of Catholic schools.

The guidelines also respond to a growing awareness in the educational community of the critical importance of ensuring the entitlement of every student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in local, Australian and global communities. This entitlement is described in the curriculum frameworks approved for use by Victorian Catholic schools, including Religious Education curricula and curriculum designed to support students with disabilities and students who are learning English as a second or additional language (EAL).

The recording of accurate judgements against the standards described in these frameworks for every student therefore becomes critical to understanding how well students are progressing towards this entitlement and, together with other assessment evidence and feedback from students and conversations with families and colleagues, what students need to learn next. Ideally, this is a hope-filled process, providing students with avenues for deepening their understanding of who they are, and for pursuing their own horizons in learning and in life.

2. Definitions

In an education context, the term 'reporting' can refer to the act of communicating information about student learning to a range of audiences in differing forms for a variety of purposes. The audiences include:

- Students
- Parents/carers
- Colleagues
- A principal
- A school board, parish priest or canonical administrator(s)
- The school and/or wider community
- A sector or statutory authority
- The state or federal government

These guidelines are concerned with the reporting of student progress and achievement to parents/carers in Victorian Catholic schools.

Schools currently report this information in a number of ways, including:

Examples

<i>Informally:</i>	Student diary/planner note, phone call, meeting, an interim report card, social media
<i>Formally:</i>	Interview, a formal report card that is printed, in electronic format or displayed on a screen
<i>Continuously:</i>	At any time via portal access to the results of school-defined assessment items or tasks, a digital learning portfolio
<i>Periodically:</i>	At the end of a school-defined reporting period, which may comprise a number of weeks, months, a term or a semester.

These guidelines are concerned only with the twice-annual formal reporting to parents/carers that are a legislative and regulatory requirement for all Victorian Catholic schools.

This document will refer to this form of reporting as 'student reporting', 'the student report' or 'the report'. These guidelines describe the minimum requirements for schools in this area. These minimum requirements are summarised in Appendix 1.



Minimum requirements are indeed minimum requirements, which may not fully address what parents want to know and need to know in relation to their child's progress and achievement in your school community.

These guidelines also include examples, considerations and recommendations. These are not requirements, but are included to support schools to consider and shape their response to the guidelines in light of Victorian and Catholic sector priorities and approaches, and a synthesis of available research literature into what 'best practice' student reporting looks like. A glossary of key terms had also been included in Appendix 5. These terms are *italicised* and **bolded** the first time they are used.

3. Origins of the Minimum Requirements

Legislative and Regulatory Framework

For new and continuing school registration, and as a condition of funding, schools must be compliant with the following legislation and regulation as it applies to student reporting:

- *Victorian Education and Training Reform Act 2006* (Victorian Government)
- Education and Training Reform Regulations 2007 (Victorian Government)
- *Australian Education Act 2013* (Australian Government)
- Australian Education Regulation 2013 (Australian Government)

Statutory and Sectoral Authorities

Minimum requirements are informed by the Victorian Registration and Qualifications Authority (VRQA), an independent statutory body responsible for, among other things, registering Catholic schools and ensuring that registered Catholic schools continue to comply with the prescribed minimum standards outlined in the *Victorian Education and Training Reform Act 2006*. The VRQA has appointed the Catholic Education Commission of Victoria (CECV) as the designated review body for Victorian Catholic schools.

Minimum requirements are also informed by guidelines provided by the VCAA, an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. These guidelines are described in the [F-10 Curriculum Planning and Reporting Guidelines](#), published in February 2014. These guidelines were revised in December 2015 and are available [here](#).

While the VCAA's *F-10 Curriculum Planning and Reporting Guidelines* provide advice to all Victorian schools, they also confirm that specific requirements for student reporting for Catholic schools remain the responsibility of the Catholic Education Offices. All four dioceses have committed to a shared Victorian Catholic response, outlined in this document. This response synthesises the requirements of government, statutory and sectoral authorities.

4. Minimum Requirements for Reporting for Students in Years P-10¹

Frequency

Schools must provide a student report at least twice a year to parents/carers for each child at the school.

Requirement 1: Schools must provide a student report at least twice a year to parents/carers for each child at the school.

One of these reports must be issued in the first half of the year. The other report must be issued in the second half of the year.

Requirement 2: Reports must be issued in the first half of the year and the second half of the year.

Reports issued in the second half of the year should be timed to provide parents/carers with an opportunity to discuss the content of the report with teachers and/or school leaders before the school closes for the year.

Schools can choose to provide more than two student reports per year.

Accessibility

The report must be provided in an accessible form² and be easy for parents/carers to understand and use. This means that the report must focus on what parents want to know and need to know, and use clear and direct language and concise sentences where comments are used. The design and layout of the report must also be accessible.

Requirement 3: Reports must be provided in an accessible form³ and be easy for parents/carers to understand and use.

Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.

Requirement 4: Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.

¹ The minimum requirements for student reporting for students undertaking accredited senior secondary qualifications prior to Year 11 are described in this section and in Section 4.

² This requirement can be met in a number of ways, for example, by translating the report into braille or a language other than English, by explaining the report to the parent/carer with the assistance of an interpreter.

³ See Footnote 2.

Curriculum Framework

Schools must report on an approved curriculum framework. This must be a **standard framework** unless the school has been approved and authorised to implement an **alternative framework** (see Appendix 2).

Requirement 5: Schools must report on an approved curriculum framework.

(Approved curriculum frameworks are listed at Requirement 8 and in Appendix 2)

Standard Framework

For each student in Years Prep to 10, the report must include information about the student's progress and achievement during the reporting period. This information must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

Requirement 6: Reports must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

These judgements must be made against the **standards** defined for each **curriculum area** taught in these subjects.

Requirement 7: Judgements must be made against the standards defined for each curriculum area taught.

These standards, strands, curriculum areas / sub-disciplines must be drawn from the following curriculum frameworks:

- a. The Victorian curriculum F–10⁴, including Stage/Levels A to D⁵ (Students with Disabilities) (see Appendix 3)
- b. The relevant diocesan Religious Education curriculum F–10⁶
- c. The EAL (English as an Additional Language) Developmental Continuum P–10⁷ (see Appendix 4), or new Victorian Curriculum English as an Additional Language when finalised, scheduled for early 2017.

⁴ On 14 September 2015, the Victorian Government launched Victoria's response to the Australian Curriculum, the Victorian Curriculum F–10. In Catholic schools, implementation of the Victorian Curriculum (i.e. where it is planned, taught, assessed and reported upon) will commence from 2017 and must be fully implemented by the end of 2018.

⁵ Known as *Towards Foundation Level Victorian Curriculum*, and suitable for students with a significant intellectual disability who are working towards foundation (F) level. Stage/Levels A to D focus on a progression of learning from preintentional to intentional. *Towards Foundation Level Victorian Curriculum* may also be suitable for students with a mild intellectual disability who are working towards foundation in the early years of schooling.

⁶ The four Religious Education curriculum frameworks are: *Coming to Know*, *Worship and Love* (Melbourne), *Awakenings* (Ballarat), *Revised Religious Education Curriculum 2016* (Sale), *Source of Life* (Sandhurst). For **Ballarat** and **Sandhurst schools**, judgements must be made against prescribed units of work developed around the relevant curriculum framework. For **Sale** schools, judgements must be made against the standards in the *Revised Religious Education Curriculum 2016*. For **Melbourne schools**, judgements must be made directly against the standards described in *Coming to Know*, *Worship and Love*. In primary and secondary schools, judgements are made against the strands *Knowledge and Understanding*, *Reasoning and Responding* and *Personal and Communal Engagement*.

⁷ Used for the sub-set of students who are learning English as a second or additional language (EAL) for whom the use of English standards would not give an accurate reflection of their learning. The Victorian Curriculum English as an Additional Language is currently being developed. Schools will have the choice to implement the new Victorian Curriculum English as an Additional Language when finalised or the existing EAL (English as an Additional Language) Developmental Continuum P–10. See also the [English as an Additional Language \(EAL\) Companion](#).

Requirement 8: The standard curriculum frameworks approved for use by Victorian Catholic schools are the Victorian curriculum F–10, including Stage/Levels A to D, the relevant diocesan Religious Education curriculum and the EAL (English as an Additional Language) Developmental Continuum P–10.

The curriculum areas of Religious Education, English, Mathematics and Science must be reported on at least annually. All other curriculum areas must be reported on at least biennially. Schools can choose to report more frequently.

Requirement 9: Religious Education, English, Mathematics, Science must be reported at least annually, with all other curriculum areas reported at least biennially.



Moving to biennial reporting in other curriculum areas should be carefully considered. It might mean, for example, that a particular curriculum area is reported on only once in two years. This approach is to be encouraged when it reflects a decision – in line with a school's approach⁸ to curriculum, assessment and reporting – to more heavily focus on a particular curriculum area in one but not both years of a two-year teaching cycle. In this way, a school may be able to resolve curriculum overcrowding whilst continuing to offer a comprehensive and student-centred curriculum⁹.

Prep to Grade 2

In the early years of schooling, schools should report on the curriculum areas of Religious Education, English, Mathematics, Health and Physical Education, The Arts and Personal and Social Capability only, to ensure that there is sufficient focus on core priorities in the early years.



The following sub-sections **Recording Judgements** and **Displaying Judgements** make a distinction between what a teacher *enters* into a reporting software package (i.e. *recording the judgement*, for example, typing in or selecting progression point 4.5 for a particular strand) and how judgements are then *displayed* in a student report (for example, as a dot, single words, short phrases, numbers or letters).

Requirements 10 and 11 ensure that judgements are recorded in a standardised way, which will create datasets that can be analysed and tracked over time.

Requirements 12-21 deliver additional flexibility to schools around how they display these judgements to parents/carers.

Schools should note that not all judgements that are recorded need to be displayed to parents in the student report.

Recording Judgements

Judgements must be recorded for every student, including students for whom modified reporting may be appropriate. Judgements must accurately reflect what a student can independently do, say, make or write. 'Independently' in this context means without the help of a teacher, a parent/carer, another student or a learning support officer.

⁸ Noting that it is a requirement for new and continuing school registration in Victoria that schools document and communicate this approach to their school community.

⁹ Noting that it is a requirement for new and continuing school registration in Victoria that all curriculum areas are substantially addressed.

Requirement 10: Accurate judgements must be recorded for every student.

(See Special Circumstances Reporting and Pathways Reporting below, for what to do when a judgement cannot be made because of special circumstances or because a student was pursuing a managed pathway in Year 8, 9 or 10)

Judgements must be recorded in an appropriate format. This format is prescribed by the responsible authority:

Framework	Responsible Authority	Prescribed Format
The Victorian curriculum F–10, including Stage/Levels A to D (Students with Disabilities)	Victorian Curriculum and Assessment Authority	Schools must use the A to 11.00 progression point values.
The Religious Education Curriculum F–10	Catholic Education Offices (Ballarat, Melbourne, Sale, Sandhurst)	<p><u>Ballarat</u> Primary and secondary schools must use the words <i>below</i>, <i>at</i> or <i>above</i> to indicate achievement. These are age-level-expected judgements.</p> <p><u>Melbourne</u> Primary and secondary schools can use progression point values E – PO (see Appendix 7) for the new RE curriculum. These are age-level-expected judgements. School can also opt to use existing reporting values whilst transitioning to the new RE curriculum in 2017.</p> <p><u>Sale</u> Primary and Secondary schools use a five-point worded scale to indicate achievement. These are standards-referenced judgements.</p> <p><u>Sandhurst</u> Primary and secondary must use the words <i>below</i>, <i>at</i>, <i>above</i> or <i>well above</i> to indicate achievement. These are age-level-expected judgements.</p>
The EAL (English as an Additional Language) Developmental Continuum P–10	Department of Education and Training	Schools must use the A1 to S4 progression profile values.

Requirement 11: Judgements must be recorded in the format prescribed by the responsible authority.

(See Special Circumstances Reporting and Pathways Reporting below, for additional prescribed formats)

Displaying Judgements: Standard Curriculum

Achievement

Judgements must be displayed in a way that conveys a student's achievement. Achievement means the **years of learning** against the standards defined for each curriculum area.

Requirement 12: Judgements must be displayed in a way that conveys a student's achievement.

Achievement is displayed at either the **strand level** or at the **curriculum area level**. For example:



- Achievement is displayed for the **strand** *Number and Algebra* rather than the curriculum area *Mathematics*
- Achievement is displayed for the **curriculum area** *Science* rather than the strands *Science Understanding* and *Science Inquiry Skills*.

English, Health and Physical Education, Mathematics and Religious Education must be displayed at the strand level. This is because student learning in each strand can be developed independently within its associated curriculum area, and because strands for English and Mathematics cannot be appropriately weighted to come to a single, overall judgement for that area.

All other curriculum areas must be displayed at the curriculum area level. This is because they do not have standards written for individual strands.

Requirement 13: Achievement for English, Health and Physical Education, Mathematics and Religious Education must be displayed at the strand level.

Requirement 14: All other curriculum areas must be displayed at the curriculum area level.

Where more than one judgement has been made against the same standard in a reporting period, the report must display an aggregated judgement for that standard at the appropriate level. In the past, for example, this was achieved by the inclusion of a summary page on a formal report card.

Requirement 15: Where more than one judgement has been made against the same standard in a reporting period, reports must display an aggregated judgement for that standard at the appropriate level.

Achievement can be displayed graphically and/or by using a scale. If achievement is displayed graphically, it must be accompanied by a scale. (Scale is described in further detail below and at Requirements 18 and 19.)

Requirement 16: Where achievement is displayed graphically, it must be accompanied by a scale.
(Scale is described in further detail below and at Requirements 18 and 19)

The inclusion of a graphical display that emphasises a student’s achievement relative to the *continuum of learning* in each curriculum area is recommended. This is consistent with the Victorian approach to curriculum and the Catholic sector’s particular focus on each student’s unique learning and developmental journey.

Progress

Judgements must be displayed in a way that conveys a student’s progress since the last time the standard(s) were reported against in the school.

Requirement 17: Judgements must be displayed in a way that conveys progress since the last time the standard(s) were reported against in the school.

Progress can be displayed graphically or by using a scale. Inclusion of a graphical display that emphasises a student’s progress relative to the continuum of learning in each curriculum area is recommended. This is consistent with the Victorian approach to curriculum and the Catholic sector’s particular focus on each student’s unique learning and developmental journey.

The requirement for progress reporting cannot be met by obliging parents to look up or review a report from the previous reporting period.

Scale

Achievement must be displayed using a five-point scale.

Requirement 18: Achievement must be displayed using a five-point¹⁰ scale.

The scale employed for English, Mathematics and Science must be a **age-level-expected scale** indicating if a child is well above, above, at, below or well below the standard expected at the time of reporting.

Requirement 19: The scale employed for English, Mathematics and Science must be an age-level-expected scale.¹¹
(Please see ‘Modified Reporting for Students with Additional Learning Needs,’ below, for some limited exceptions to this requirement.)

Schools can choose to use single words, short phrases, numbers and letters for this scale.

Examples:

Approaching the Next Standard	5	Well Above	A
Exceeding Expected Standard	4	Above	B
At Expected Standard	3	At	C
Approaching Expected Standard	2	Below	D
Working Towards Expected Standard	1	Well Below	E

¹⁰ The scale required for Religious Education in each diocese is articulated in the table on Page 8, noting that not all of these scales are five-point scales or year-level-expected scales.

¹¹ Please see ‘Modified Reporting’ below, for some limited exceptions to this requirement.

To make the report as accessible as possible for parents/carers, the use of an identical scale for English, Mathematics and Science is recommended.

Schools can choose whether to display judgements for the remaining curriculum areas using an age-level-expected scale, or another 5-point scale. To make the report as accessible as possible for parents/carers, the use of an identical scale for these remaining curriculum areas is also recommended. Schools should also consider how they will introduce and explain any new scales to parents, who may be familiar with an age-level-expected scale in all learning areas.

Comparative Performance Reporting

If parents/carers request it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

Requirement 20: If a parent/carer requests it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

Schools can meet this requirement in a number of ways. For example, by showing parents a summary report of cohort performance on a page that the school retains or making this information available at a school's reception area for interested parents; this summary report might show a simple count of student achievement across a five-point scale.



Comparative performance reporting within a school has often come under criticism by academics and educational leaders. They argue that it can be unhelpful because it does not shed any light on what a student knows and can do and what they might need to learn next. They also argue that it can be misleading because school cohorts are typically small and may not be representative of students of that year level; one consequence is that 'average' performance in a cohort of highly-able students can look 'worse' than it might look in a cohort of less-able students. It is recommended that schools do not include comparative performance reporting in the student report, but provide parents/carers with access to this information via other means if it is requested.

Additional Content

Schools can choose to provide additional content on the report, and are free to display this information in any way they choose.

This may include information about:

- the content covered in each school-defined subject
- a student's work habits; organisation, behaviour in class, effort
- a student's absences
- a student's spiritual development
- a student's relationships with peers and adults
- the cultivation of learning dispositions
- a student's personal learning goals
- a student's involvement and/or achievement in extra-curricular learning activities and/or events
- a student's achievement in school-defined assessment items or tasks, including self-assessment
- a student's achievement in standardised tests
- student progression in relation to the Victorian Early Years Learning and Development Framework (YEYLDF) outcomes (Years P-2 only)

Teacher comments may also be included, that:

- describe or provide additional detail around student progress and achievement
- provide advice on areas for improvement
- provide advice on how parents/carers can support their child's learning

- describe the actions that the teacher and/or school will take to support their child's learning

A school leader may choose to comment on the report. Parents and students may also be invited to comment on the report.



Whilst additional content can add richness to a student report, this information may be communicated to parent/carers in other ways. For example, a school may significantly reduce teacher comments on the report, and instead increase the opportunities for students, parents/carers and teachers to come together to engage in dialogue around the student's learning. For example, a school may use a simplified student report to refer parents/carers to a wiki, blog and/or digital portfolio that includes student work samples accompanied by feedback from teachers and/or peers.

To make the report as accessible as possible for parents/carers, displaying additional content in a consistent way across the report and across year levels is recommended.

Format

There is no prescribed format for the report. This means that there is no mandated 'formal report card' that all schools must use.

Reports can be provided on a printed page and/or be shown on a digital page (e.g. in a PDF, on an electronic device).

Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

Requirement 21: Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

Support should be provided to support parents/carers to access digital reports in cases where access to the internet is limited or unreliable, or there are low levels of Information and Communications Technology (ICT) proficiency.



The following sub-sections **Reporting Progress and Achievement for Students with Additional Learning Needs**, **Special Circumstance Reporting** and **Pathways Reporting** offer some new guidelines for schools. These guidelines have been designed to improve the quality and accuracy of data collected about students with additional learning needs, students in special circumstances and students pursuing managed pathways. Typically, these students have received 'NAs' (Not Assessed) or 'ABS' (Absent) on parts of their report (or all of their report), or have been reported on using a Personalised Learning Plan. This has meant that their achievement and progress has not been represented in datasets, which can preclude analysis and tracking over time.

5. Reporting Progress and Achievement for Students with Additional Learning Needs

Modified reporting may be appropriate for Students with Additional Learning Needs, noting that no child should automatically receive a modified report. Students with Additional Learning Needs:

- Are students requiring adjustments¹²

¹² Students provided with an adjustment to address a disability. Disability means they meet the definition of disability provided in the Disability Discrimination Act (1992). This definition includes physical, cognitive, sensory and social and emotional disability. See the

- Are Students with a Disability (SWD)¹³
- Are students who have low levels of English language proficiency because they:
 - Are New Arrivals¹⁴
 - Are Refugees¹⁵
 - Have English as an Additional Language (EAL)¹⁶

Students with Additional Learning Needs may struggle to access and participate in a 'standard' or mainstream learning program without adjustment(s) being made.

A modified report for Students with Additional Learning Needs means that they can be exempted from **Requirement 19** ('The scale employed for English, Mathematics and Science must be an age-level-expected scale').

These students may not be exempted from any other requirement in these guidelines.

Another kind of five-point scale must be employed for these curriculum areas if an age-level-expected scale is not used. For example, a scale that indicates how well the student has performed against a standard(s) that are appropriate for that student to be working towards (scale is described in further detail above and at **Requirement 18**).

Requirement 22: A five-point scale must be employed to display judgements against standards in modified reports for Students with Additional Learning Needs.

Exempting Students with Additional Learning Needs from Requirement 19 should only be considered when there is (a) a considerable difference between the student's achievement and the expected standard for their year level, and (b) the inclusion of an age-level-expected scale may be unhelpful.

Parents/carers can request the inclusion of age-level-expected reporting in their child's report. When this happens, the school can respond by:

- Issuing a modified report with age-level-expected reporting on a separate, detachable page that the parent/carer retains
- Issuing a modified report with age-level-expected reporting on a separate, detachable page that the school retains

A modified report for Students with Additional Learning Needs can only be issued with the principal's endorsement and after consultation with the student and parents/carers.

Requirement 23: A modified report for Students with Additional Learning Needs can only be issued with the endorsement of the principal and must involve consultation with the student and parents/carers.

Schools should consider the Personalised Learning Plan as a valuable supplement to a modified report for Students with Additional Learning Needs, **noting that it cannot be used as an alternative to a student report.**

Nationally Consistent Collection of Data (School Students with Disability) website (http://www.schooldisabilitydatapl.edu.au/#legislation_2) for further information about Australian schools' obligations towards students with disability and the levels of reasonable adjustment required for these students.

¹³ Students with a Disability (SWD) meet the definition of disability in the Disability Discrimination Act (1992) and also meet the criteria for CECV Disability Funding.

¹⁴ Students who have: (a) arrived as a migrant to Australia, and (b) originated from a country where English is not the main language, and (c) been in the country for less than six months for Years 1 to 12, or less than eighteen months for Year Prep.

¹⁵ Students who have: (a) arrived as a migrant to Australia, and (b) originated from a country where English is not the main language, and (c) entered Australia on a Humanitarian sub-class visa.

¹⁶ Students who: (a) are born in either Australia or overseas, and (b) have a person in their family that speaks a language other than English and comes from a language background other than English, and (c) do not speak English as the main language at home, and (d) have been enrolled in an Australian school for seven or less years, and (e) are learning English as a second or additional language for whom the use of Victorian Curriculum English standards would not give an accurate reflection of their learning.

Reports generated by the *Abilities Based Learning and Education Support* (ABLES) platform may be used to report the progress and achievement of students with a mild or significant intellectual disability who are working towards foundation (F) level during a reporting period, noting that this does not exempt school from **Requirement 10** ('Accurate judgements must be recorded for every student') and **Requirement 11** ('Judgements must be recorded in the format prescribed by the responsible authority').

6. Reporting Progress and Achievement for Students in Special Circumstances

Special circumstance reporting is permitted under a limited number of circumstances. This is where a judgement against the standard(s) in a curriculum area(s) cannot be accurately made because a student **did not participate** in the school-defined subject(s) in which a curriculum area(s) was taught as part of the 'standard' or mainstream learning program offered to students in his/her year level.

There are five circumstances where the use of special circumstance reporting is permitted:

1. **Exemption from a Curriculum Area**, where a Student with a Disability or a New Arrival participates in intervention literacy or intensive English instead of a curriculum area like Languages (e.g.) during the reporting period.
2. **Late Enrolment**, where the student was enrolled in the school towards or at the end of the reporting period
3. **School Refusal**, where the student refused to attend school and engage with a student absence learning plan during the reporting period
4. **Serious Illness**, where the student was seriously ill during the reporting period
5. **Unapproved Extended Family Holiday**, where the student was on an unapproved extended family holiday and did not engage with a student absence learning plan during the reporting period

Requirement 24: Special circumstances reporting can only be employed in the case of Exemption from a Curriculum Area, Late Enrolment, School Refusal, Serious Illness, Unapproved Extended Family Holiday

When special circumstance reporting is employed, judgements must still be recorded (**Requirement 10**):

Permitted Circumstance	Prescribed Format for Recording
Exemption from a Curriculum Area	Record that the student is exempt from this curriculum area <u>and</u> that this is because of participation in another learning program
Late Enrolment	Record that the student is exempt from this curriculum area <u>and</u> that this is because of a late enrolment
School Refusal	Record the previous judgement <u>and</u> that this is because of a school refusal
Serious Illness	Record the previous judgement <u>and</u> that this is because of a serious illness
Unapproved Extended Family Holiday	Record the previous judgement, <u>and</u> that this is because of an unapproved extended family holiday

When special circumstance reporting is employed, schools can choose whether or not to display these judgements in the student report.

Examples:

Exemption from a Curriculum Area	Schools can either display the word 'exempt' on the student report or remove the curriculum area from the report.
Late Enrolment	Schools should consider issuing a pastoral report that focusses on how the student has settled into the school and remove all other curriculum areas from the report. In the case of very late enrolment, schools do not need to issue a report.
School Refusal	Schools should issue the full report, with a covering letter attached explaining the circumstances under which no progress is shown in some or all curriculum areas
Serious Illness	Schools can issue the full report, with a covering letter attached explaining the circumstances under which no progress is shown in some or all curriculum areas. Alternatively, schools should consider removing curriculum areas that the student did not participate in from the report.
Unapproved Extended Family Holiday	Schools should issue the report, with a covering letter attached explaining the

circumstances under which no progress is shown in some or all curriculum areas

Special circumstances reporting must involve consultation with the student and parents/carers.

Requirement 25: Special circumstances reporting must involve consultation with the student and parents/carers

7. Reporting Progress and Achievement for Students Pursuing Managed Pathways

Pathways reporting is appropriate when the student is pursuing a managed pathway. This includes students:

- commencing the VCAL in Year 10¹⁷
- undertaking one or more Victorian Certificate of Education (VCE) units prior to Year 11¹⁸
- undertaking one or more Vocational Education and Training (VET) units prior to Year 11 as part of VCAL or VCE. VET includes nationally recognised training, School-based Apprenticeships or Traineeships (SBATs)¹⁹ and Further Education²⁰.

The learning entitlement for students pursuing a managed pathway comes from their participation in **learning experiences drawn from multiple curriculum frameworks** (for example, via Victorian Curriculum, RE *and* VCE, via Victorian Curriculum, RE *and* VCAL, via Victorian Curriculum, RE and VET). As such, it is generally not appropriate to require these students to participate in the full Victorian Curriculum learning program offered to other students in his/her year level who are not pursuing a managed pathway.

Where a student **does not participate** in the school-defined subject(s) in which a curriculum area(s) was taught as part of the 'standard' learning program offered to students in his/her year level because they were pursuing a managed pathway, judgements must still be recorded (**Requirement 10**):

Managed Pathway	Prescribed Format for Recording
Enrolled in VCAL, and <u>not</u> undertaking VET	Record that the student is exempt from this curriculum area and that this is because they are pursuing a managed pathway
Enrolled in VCAL, and undertaking VET	Record that the student is exempt from this curriculum area and that this is because they are pursuing a managed pathway
Enrolled in VCE, and <u>not</u> undertaking VET	Record that the student is exempt from this curriculum area and that this is because they are pursuing a managed pathway
Enrolled in VCE, and undertaking VET	Record that the student is exempt from this curriculum area and that this is because they are pursuing a managed pathway
Pursuing another managed pathway (not enrolled in VCAL or VCE)	Record that the student is exempt from this curriculum area and that this is because they are pursuing a managed pathway

When pathways reporting is employed, schools can choose whether or not to display these judgements in the student report.

Pathways reporting can only be employed where a managed pathway is in place, and must involve consultation with the student and parents/carers.

¹⁷ See Requirement 27. Students commencing VCAL in Year 10 must receive a report that also includes information about their progress and achievement in the curriculum areas of English and Mathematics and be provided with opportunities to develop their knowledge and skills in the other six curriculum areas in the context of their VCAL program.

¹⁸ Appropriate for students who have already demonstrated achievement of the knowledge and skills at Level 10 in a curriculum area; in these cases, VCE units should be drawn from equivalent learning areas.

¹⁹ A SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification. SBATs are available to secondary school students over 15 years old and enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

²⁰ For example, a student pursuing a Certificate in General Education for Adults

Requirement 26: Pathways reporting can only be employed where a managed pathway is in place, and must involve consultation with the student and parents/carers.

8. Minimum Requirements for Reporting for Students in Years 11 and 12

In Victoria, accredited senior secondary qualifications are the Victorian Certificate of Education (VCE)²¹, the Victorian Certificate of Applied Learning (VCAL)²² and the International Baccalaureate Diploma (IB)²³. If the school offers Vocational Education and Training (VET) qualifications, it must meet the requirements of a Registered Training Organisation (RTO).

The minimum requirements for student reporting in Victorian Catholic schools delivering the VCE, VCAL and/or VET are outlined in the [VCE and VCAL Administrative Handbook](#).

At the end of the calendar year, the VCAA issues a Statement of Results to all students who have obtained results in VCE units, VCAL units, VCE VET units and VCE VET/FE units of competency/modules, and VCE and VCAL certificates to students who are eligible.

Schools should consider other feedback and reporting mechanisms as valuable supplements to the Statement of Results.

Parents/carers of students who commence the Victorian Certificate of Applied Learning (VCAL) in Year 10 must be provided with a report that includes information about their child's progress and achievement in the curriculum areas of English and Mathematics.

Requirement 27: Students commencing VCAL in Year 10 must receive a report that also includes information about their progress and achievement in the curriculum areas of English and Mathematics.

Religious Education in Years 11 and 12

Where the Religious Education program delivered in Years 11 and 12 draws from units of the VCE studies *Religion and Society* and/or *Texts and Traditions*, the minimum requirements for student reporting can be met via the Statement of Results described above, with schools asked to consider other feedback and reporting mechanisms as valuable supplements to the Statement of Results.

Where the Religious Education program delivered in Years 11 and 12 delivers school-based content, schools should report the results of assessment items or tasks to parents/carers.

9. Reporting Software

Judgements must be recorded in software that has been approved by the CECV for use in Victorian Catholic schools.

The CECV is responsible for:

1. Making these guidelines available to all reporting software vendors currently used by Victorian Catholic schools
2. Providing a **CECV Student Reporting Specification** document to those vendors interested in applying for approval for use in Victorian Catholic schools, and evaluating these applications

²¹ Noting that a school must be authorised by the VCAA to provide the VCE.

²² Noting that a school must be authorised by the VCAA to provide the VCAL.

²³ Noting that a school must be approved by the CECV and authorised by the IBO to provide the IB Diploma. See Appendix 1 for the minimum requirements for reporting on International Baccalaureate Programmes.

3. Communicating an **Approved CECV Student Reporting Software** list to Victorian Catholic schools.

Requirement 28: Judgements must be recorded in software that has been approved by the CECV for use in Victorian Catholic schools.

'Approved' in this context means that the vendor has been able to demonstrate that its software conforms to the minimum requirements outlined in this document.

'Approved' also means that the vendor has been able to demonstrate that its software is able to provide standardised data to ICON ePlan so that ePlan outputs (screens) can be populated for school users.

References

Australian Education Act 2013 (Cth).

Catholic Education Commission of Victoria Ltd (CECV) 2015, *Guide to meeting the minimum standards and other requirements for school registration for Catholic schools*, CECV, Melbourne.

Department of Education and Early Childhood Development (DEECD) 2012, *Towards Victoria as a Learning Community*, DEECD, Melbourne.

Department of Education and Early Childhood Development (DEECD) 2011, *Using Student Assessment for Professional Learning: Focusing on Student Outcomes to Identify Teachers' Needs*, DEECD, Melbourne.

Forster, M. 2006, *Assessment and Reporting: What do we Need to Understand?*, *Professional Voice*, Assessment & Reporting, Vol 4, Issue 2, AEU Victoria.

Guskey, TR, Swan, GM & Jung, LA 2010, *Developing a Statewide, Standards-based Student Report Card: a Review of the Kentucky Initiative*, paper presented at the Annual Meeting of the American Educational Research Association, Denver, 30 April–4 May 2010.

Hattie, J 2005, *What is the Nature of Evidence that Makes a Difference to Learning?* Australian Council for Educational Research, Camberwell.

Masters, GN 2013, *Reforming Educational Assessment: Imperatives, Principles and Challenges*, Australian Council for Educational Research, Camberwell.

Masters, GN 2014, *Assessment: Getting to the Essence*, Australian Council for Educational Research, Camberwell.

Matters, G 2006, *Using Data to Support Learning in Schools – Students, Teachers, Systems*, Australian Council for Educational Research, Camberwell.

Schools Assistance Act 2008 (Cth).

Timperley, H 2009, 'Using Assessment Data for Improving Teaching Practice', paper presented at the Australian Council for Educational Research (ACER) Research Conference, Perth, 16–18 August 2009.

Victorian Curriculum and Assessment Authority 2014, [*F-10 Curriculum planning and reporting guidelines*](#), VCAA, Melbourne.

Appendix 1: Summary of the Minimum Requirements for Reporting Student Progress and Achievement in Victorian Catholic Schools

Requirement 1: Schools must provide a student report at least twice a year to parents/carers for each child at the school.

Requirement 2: Reports must be issued in the first half of the year and the second half of the year.

Requirement 3: Reports must be provided in an accessible form and be easy for parents/carers to understand and use.

Requirement 4: Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.

Requirement 5: Schools must report on an approved curriculum framework.

Requirement 6: Reports must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

Requirement 7: Judgements must be made against the standards defined for each curriculum area taught.

Requirement 8: The standard curriculum frameworks approved for use by Victorian Catholic schools are the Victorian curriculum F–10, including Stage/Levels A to D, the relevant diocesan Religious Education curriculum and the EAL (English as an Additional Language) Developmental Continuum P–10.

Requirement 9: Religious Education, English, Mathematics, Science must be reported at least annually, with all other curriculum areas reported at least biennially.

Requirement 10: Accurate judgements must be recorded for every student.

Requirement 11: Judgements must be recorded in the format prescribed by the responsible authority.

Requirement 12: Judgements must be displayed in a way that conveys a student's achievement.

Requirement 13: Achievement for English, Health and Physical Education, Mathematics and Religious Education must be displayed at the strand level.

Requirement 14: All other curriculum areas must be displayed at the curriculum area level.

Requirement 15: Where more than one judgement has been made against the same standard in a reporting period, reports must display an aggregated judgement for that standard at the appropriate level.

Requirement 16: Where achievement is displayed graphically, it must be accompanied by a scale.

Requirement 17: Judgements must be displayed in a way that conveys progress since the last time the standard(s) were reported against in the school.

Requirement 18: Achievement must be displayed using a five-point scale.

Requirement 19: The scale employed for English, Mathematics and Science must be an age-level-expected scale.

Requirement 20: If a parent/carer requests it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

Requirement 21: Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

Requirement 22: A five-point scale must be employed to display judgements against standards in modified reports for Students with Additional Learning Needs.

Requirement 23: A modified report for Students with Additional Learning Needs can only be issued with the endorsement of the principal and must involve consultation with the student and parents/carers.

Requirement 24: Special circumstances reporting can only be employed in the case of Exemption from a Curriculum Area, Late Enrolment, School Refusal, Serious Illness, Unapproved Extended Family Holiday.

Requirement 25: Special circumstances reporting must involve consultation with the student and parents/carers.

Requirement 26: Pathways reporting can only be employed where a managed pathway is in place, and must involve consultation with the student and parents/carers.

Requirement 27: Students commencing VCAL in Year 10 must receive a report that also includes information about their progress and achievement in the curriculum areas of English and Mathematics.

Requirement 28: Judgements must be recorded in software that has been approved by the CECV for use in Victorian Catholic schools.

Appendix 2: Reporting on International Baccalaureate Programmes

The International Baccalaureate (IB) Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) are recognised alternative curriculum frameworks available to Victorian Catholic schools if approval is granted by the relevant CEO, and authorisation gained by the International Baccalaureate Organisation (IBO) to deliver the program.

The following requirements, from those listed above in Sections 3, apply to Victorian Catholic schools delivering IB Programmes:

Requirement 1:	Schools must provide a student report at least twice a year to parents/carers for each child at the school.
Requirement 2:	Reports must be issued in the first half of the year and the second half of the year.
Requirement 3:	Reports must be provided in an accessible form, and be easy for parents/carers to understand and use.
Requirement 4:	Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.
Requirement 5:	Schools must report on an approved curriculum framework.
Requirement 6:	Reports must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.
Requirement 10:	Accurate judgements must be recorded for every student.
Requirement 11:	Judgements must be recorded in the format prescribed by the responsible authority.
Requirement 12:	Judgements must be displayed in a way that conveys a student's achievement.
Requirement 17:	Judgements must be displayed in a way that conveys progress since the last time the standard(s) were reported against in the school. <i>See Note on Progress Reporting, below.</i>
Requirement 20:	If a parent/carer requests it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.
Requirement 21:	Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.
Requirement 23:	A modified report for Students with Additional Learning Needs can only be issued with the endorsement of the principal and must involve consultation with the student and parents/carers.
Requirement 24:	Special circumstances reporting can only be employed in the case of Exemption from a Curriculum Area, Late Enrolment, School Refusal, Serious Illness, Unapproved Extended Family Holiday
Requirement 25:	Special circumstances reporting must involve consultation (where possible) with the student and parents/carers
Requirement 26:	Pathways reporting can only be employed where a managed pathway is in place, and must involve consultation with the student and parents/carers.
Requirement 27:	Judgements must be recorded in software that has been approved by the CECV for use in Victorian Catholic schools.

The following IBO-derived requirements must also be met:

PYP

There are no prescribed formats preferred by the IBO for PYP student reports, but the IBO recommends that schools ensure that student reports:

1. Address the learner profile
2. Include the transdisciplinary units and subject-specific teaching
3. Include the opportunity for comments from all teachers involved in the student's progress
4. Include all the essential elements of the programme

Examples of report card templates can be found on the IBO [Online Curriculum Centre](#).

Further information on the PYP, including student reporting, can be found in *Making the PYP Happen: A Curriculum Framework for International Primary Education* which is also available from the [Online Curriculum Centre](#).

MYP

Schools must use the subject criteria and general grade-related descriptors to come to an overall score of between 1 and 7 for each subject group.

IB

The minimum requirements for student reporting in Victorian Catholic schools delivering the IB are outlined in the IBO's Programme Standards and Practices document, available from the IBO [Online Curriculum Centre](#).

Note on Progress Reporting

MYP and PYP reports must include progress reporting. Schools can meet this requirement in a number of ways. For example:

1. by including an explicit statement about progress in a teacher comment section of the report
2. by including the previous judgement in smaller font close to the overall score for this reporting period
3. by including a 'set' statement somewhere on the page of a report, e.g. "In the last reporting period, Joe achieved a [6] in this curriculum area. His progress is [at] the expected standard for this reporting period"

The requirement for progress reporting cannot be met by obliging parents to look up or review a report from the previous reporting period.

Appendix 3: Reporting Stage/Levels A to D (Students with Disabilities)

While most students with disabilities can engage with the Victorian Curriculum F–10 curriculum provided reasonable adjustments are made, for students with a significant intellectual disability, additional curriculum materials may be required. The *Towards Foundation Level Victorian Curriculum* materials provides this cohort of students with access to content descriptions and achievement standards to support their progress towards the learning described at Foundation level.

Towards Foundation Level Victorian Curriculum focuses on a progression of learning from pre-intentional to intentional. Set out in four stages, students develop their independence as they explore, participate and engage in the world around them. As students progress through these stages, the amount of support decreases as they proceed towards becoming independent learners. For English, Mathematics, Science and History, the four stages are referred to as 'Levels A to D (Students with Disabilities)' and are integrated directly into the *Victorian Curriculum. Towards Foundation* material for the remaining Victorian Curriculum curriculum areas are located under the relevant domain's 'Diversity of Learning' section on the [Victorian Curriculum website](#).

Years of Schooling (Nominal Grade)	Years of Learning	
NA	Level A: Beginning to Explore	<i>Towards Foundation Levels</i>
	Level B: Active Exploration	
	Level C: Intentional Participation	
	Level D: Building Independence	
Prep	F	Victorian Curriculum Levels
1	1	
2	2	
3	3	
4 etc.	4 etc.	

Table 1: Relationship between years of schooling and years of learning in the *Towards Foundation Level Victorian Curriculum* and the *Victorian Curriculum*.

For further information, see the [Students with Disabilities Guidelines](#).

Appendix 4: Reporting on the EAL Developmental Continuum P–10

The [EAL Developmental Continuum P–10](#) should be used for the sub-set of students who are learning English as a second or additional language (EAL) for whom the use of English standards would not give an accurate reflection of their learning.

There are three stages to the *EAL Developmental Continuum P–10*.

Lower Primary (Years P to 2):	A1	A2			
Middle/Upper Primary (Years 3 to 6):	BL	B1	B2	B3	
Secondary (Years 7 to 10):	SL	S1	S2	S3	S4

As EAL students learn more English, their learning begins to correspond to the English standards. If an assessment of an EAL student on the English standards is within acceptable year level parameters, then it is time to start using the English standards for assessing and reporting progress. If not, then the EAL standards should continue to be used.

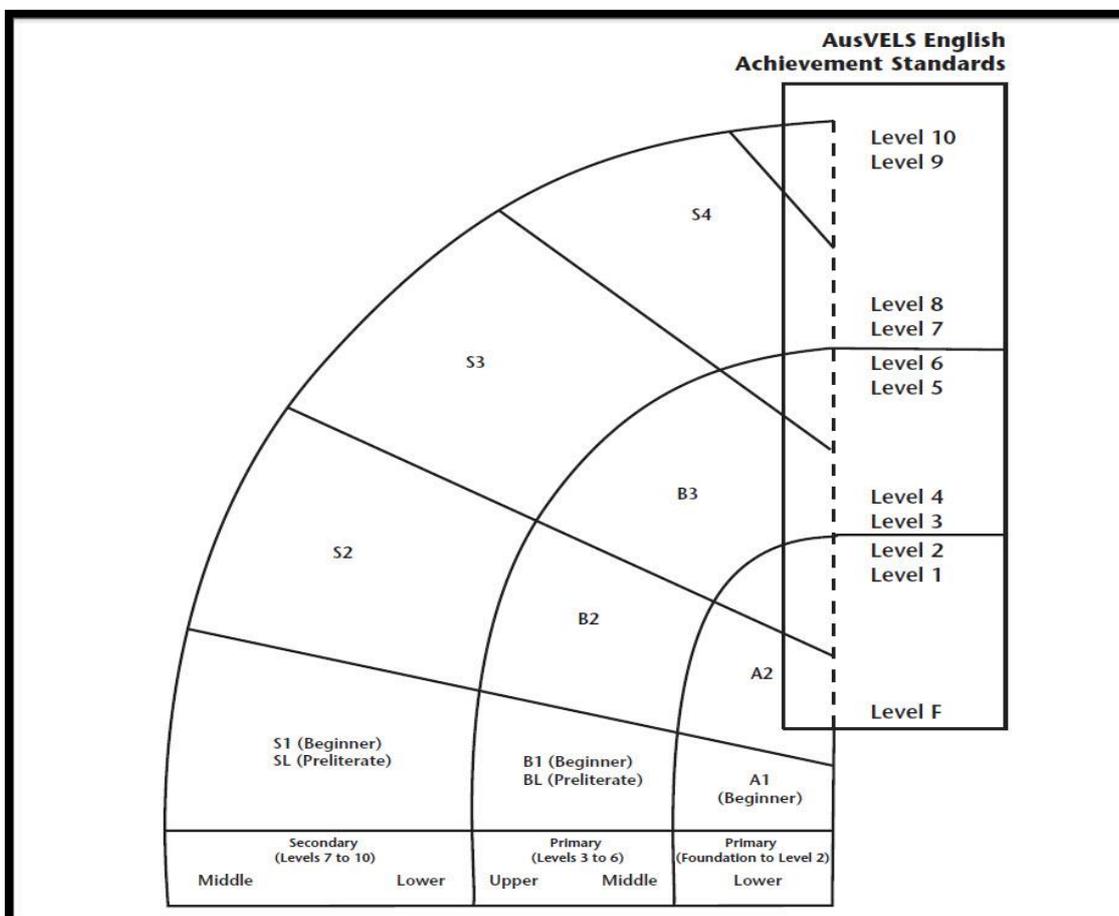


Figure 1: Relationship between the stages of the EAL Developmental Continuum and the Victorian English standards.

An 'expected' progression of learning exists between EAL Stage A2 and English Levels F, 1 and 2.
 An 'expected' progression of learning exists between EAL Stage B3 and English Levels 3, 4, 5 and 6.
 An 'expected' progression of learning exists between EAL Stage S4 and English Levels 7, 8, 9 and 10.

See also the [English as an Additional Language \(EAL\) Companion](#).

Appendix 5: Glossary

age-level-expected scale	A scale indicating if a child is well above, above, at, below or well below the standard expected for their age at the time of reporting.
alternative framework	Any recognised alternative curriculum frameworks available to Victorian Catholic schools if approval is granted and authorisation gained to deliver the program. International Baccalaureate Organisation (IBO) Programmes fall into this category.
curriculum area	Distinct bodies of knowledge, skills and behaviours within a curriculum framework. Under the AusVELS, known as Domain . In the Victorian Curriculum, includes Learning Areas and Capabilities .
standards	Describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.
standard framework	On 14 September 2015, the Victorian Government launched Victoria's response to the Australian Curriculum, the Victorian Curriculum F–10. In Catholic schools, implementation of the Victorian Curriculum (i.e. where it is planned, taught, assessed and reported upon) will commence from 2017 and must be fully implemented by the end of 2018.
strands	A way of organising content descriptions and standards within each curriculum area or sub-discipline. Under the AusVELS, known as Dimension .

Appendix 6

Victorian Curriculum Student Reporting Lookup Matrix 2017



Education and Training



NB: Score values with an underline represent a progression point against which there is a written standard

NB: Num. (numeric) score is behind the scenes in the vendor software for averaging and rollup purposes. The Val. (value) is the score displayed to end users.

		Score		5-point age-expected algorithm lookup matrix (A-E)																								
				Foundation		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10				
		Num.	Val.	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End			
Victorian Curriculum continua (A-D & F-10)	F-10 continuum	Beyond Level 10	15.5	<u>11</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A				
			15.0	10.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	
		Level 10	14.5	<u>10</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C
			14.0	9.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	
		Level 9	13.5	<u>9</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D
			13.0	8.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	
		Level 8	12.5	<u>8</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E
			12.0	7.5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	
		Level 7	11.5	<u>7</u>	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	
			11.0	6.5	A	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E		
	Level 6	10.5	<u>6</u>	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E		
		10	5.5	A	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E		
	Level 5	9.5	<u>5</u>	A	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E		
		9.0	4.5	A	A	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E		
	Level 4	8.5	<u>4</u>	A	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E		
		8.0	3.5	A	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E		
	Level 3	7.5	<u>3</u>	A	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E		
		7.0	2.5	A	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E		
	Level 2	6.5	<u>2</u>	A	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
		6.0	1.5	A	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
Level 1	5.5	<u>1</u>	A	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
	5.0	F.5	B	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
Level F	4.5	<u>F</u>	B	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
	4.0	0.5	C	C	D	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
A-D continuum	Level D	3.5	<u>D</u>																									
	Level C	2.5	<u>C</u>																									
	Level B	1.5	<u>B</u>																									
	Level A	0.5	<u>A</u>																									

Appendix 7

Religious Education Progression Points (Archdiocese of Melbourne)

Religious Education Achievement Standard	Progression Points Score (Teacher- Paring)	Numerical Equivalent (Back-End of Software)
Entry	E	0.5
Pre-Foundation	PR	1
Foundation	0.5.F	1.5 - 2
Level 1	F.5 - 1	2.5 - 3
Level 2	1.5 - 2	3.5 - 4
Level 3	2.5 - 3	4.5 - 5
Level 4	3.5 - 4	5.5 - 6
Level 5	4.5 - 5	6.5 - 7
Level 6	5.5 - 6	7.5 - 8
Level 7	6.5 - 9	8.5 - 9
Level 8	7.5 - 8	9.5 - 10
Level 9	8.5 - 9	10.5 - 11
Level 10	9.5 - 10	11.5 - 12
Level 11	10.5 - 11	12.5 - 13
Level 12	11.5 - 12	13.5 - 14
Post-Level 12	PO	14.5