

The table below shows progress through a full VCAL certificate, made up of 10 units of study:

Reading and Writing	Numeracy	Oracy	PDS1	PDS2	WRS1	WRS2	ISS	ISS	VCE Subject
<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>	<i>(% Complete)</i>

## Overview

### Learning and Strengths

- *(General Strengths)*
- *(Literacy Learning Summary and Strength)*
- *(Numeracy Learning Summary and Strength)*
- *(PDS/ PE Learning Summary and Strength)*
- *(WRS Learning Summary and Strength)*
- *(VET Subject 1 Learning Summary and Strength)*
- *(VET Subject 2 Learning Summary and Strengths)*
- *(VCE Subject Learning Summary and Strengths)*

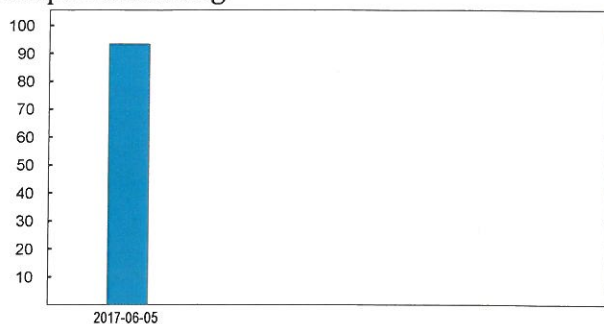
### Next goals

<b>Oral Communication Foundation</b>	25% Complete	50% Complete	75% Complete	Complete
Oracy for self expression Oracy for knowledge Oracy for practical purposes Oracy for exploring issues and problem-solving				
<b>Reading and Writing Foundation</b>	25% Complete	50% Complete	75% Complete	Complete
Writing for self expression Writing for practical purposes Writing for knowledge Writing for public debate Reading for self expression Reading for practical purposes Reading for knowledge Reading for public debate				
<b>Numeracy Intermediate</b>	25% Complete	50% Complete	75% Complete	Complete
Numeracy for Practical Purposes: Design Numeracy for Practical Purposes: Measuring Numeracy for Personal Organisation: Money and Time Numeracy for Personal Organisation: Location Numeracy for Interpreting Society: Data Numeracy for Interpreting Society: Numerical Information				
<b>Personal Development Unit 1 (PE) Foundation</b>	25% Complete	50% Complete	75% Complete	Complete
Plan and organise a simple activity Demonstrate knowledge specific to a simple activity or goal Demonstrate skills specific to a simple activity or goal Solve problems specific to a simple activity or goal Demonstrate teamwork skills				
<b>Personal Development Unit 2 Foundation</b>	25% Complete	50% Complete	75% Complete	Complete
Identify the rights and responsibilities of individuals in a community Plan and organise a simple activity within a community Communicate information about a social issue or community activity Communicate effectively to resolve problems related to a social issue or community activity Demonstrate teamwork skills or work effectively as a group/team member				
<b>Work Related Skills Unit 1 Foundation</b>	25% Complete	50% Complete	75% Complete	Complete
Learn about a selected workplace or industry setting Identify OHS roles and responsibilities Identify OHS problems that may arise in the workplace Plan and organise a basic work related activity Work in a team to complete a safe work procedure Use ICT and other technology in relation to a basic work related activity				
<b>Work Related Skills Unit 2 Foundation</b>	25% Complete	50% Complete	75% Complete	Complete
Prepare for a basic work-related activity Communicate basic work-related ideas and information Plan, organise and manage a basic work-related activity Identify and take measures to solve a problem relevant to a basic work-related activity Work in a team to complete a basic work-related activity Use information and communications technology and other technology in relation to a basic work-related activity				
<b>VCE Legal Studies Unit 1</b>	25% Complete	50% Complete	75% Complete	Complete
Area of Study 1. Laws in Society Area of Study 2. Criminal Law Area of Study 3. The Criminal Courtroom				
<b>Industry Specific Skills</b>				
<b>Certificate II in Music Industry</b>	25% Complete	50% Complete	75% Complete	Complete
Play or sing simple musical pieces (0.7) Develop skills to play or sing music (0.7)				



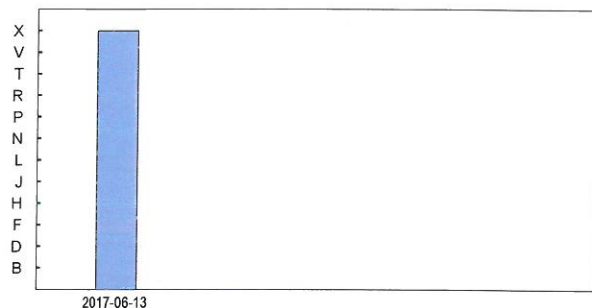
# Reading Assessment

## Compass Reading



■ Level 1 ■ Level 2 ■ Level 3

## Fountas and Pinnell Reading Level

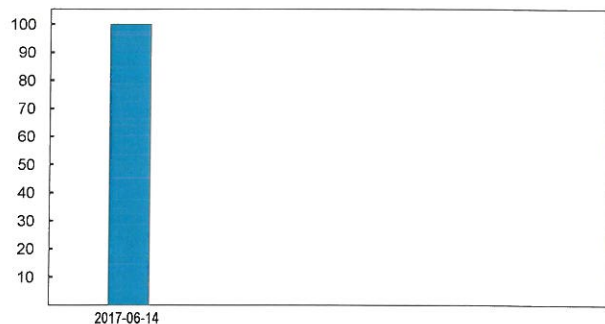


Student can answer a broad range of questions about complex texts consisting of more than 3 paragraphs with some less familiar ideas, less familiar vocabulary and style and some longer sentences. They may also be able to interpret and analyse structurally complex texts containing some ambiguity, and:

- Interpret texts to identify the author's point of view;
- Use knowledge of the text to make inferences;
- Link ideas between paragraphs;
- Link ideas within and across complex sentences;
- Identify the main point and purpose of complex texts.

# Numeracy Assessment

## Compass Maths

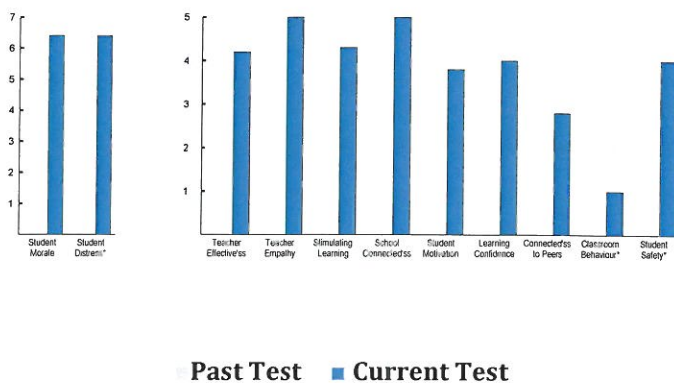


■ Level 1 ■ Level 2 ■ Level 3

Student can extract and evaluate the mathematical information in a range of activities, including:

- Use and calculate with fractions, decimal fractions, percentages, signed numbers and numbers in index form;
- Use and apply ratio, rates and proportion;
- Use angle properties, symmetry and similarity;
- Estimate and accurately measure including using relevant formulae and convert between metric units;
- Collect, represent, summarise and interpret a range of data;
- Use, calculate with and interpret information based on maps including scales, bearings, distances, speed and time.;
- Develop, interpret and use simple formulae and algebra.

# Attitudes to School Survey



■ Past Test ■ Current Test

### Descriptions of the Attitude to School Survey Domains:

**Student Morale** The extent to which students feel positive at school

**Student Distress\*** The extent to which students feel comfortable at school

**Teacher Effectiveness** The extent to which teachers deliver their teaching in a planned and energetic manner

**Teacher Empathy** The extent to which teachers listen and understand student needs, and assist with student learning

**Stimulating Learning** The extent to which teachers make learning interesting, enjoyable and inspiring

**School Connectedness** The extent to which students feel they belong and enjoy attending school

**Student Motivation** The extent to which students are motivated to achieve and learn

**Learning confidence** The extent to which students have a positive perception of their ability as a student

**Connectedness to Peers** The extent to which students feel socially connected and get along with their peers

**Classroom Behaviour** The extent to which other students are not disruptive in class

**Student Safety\*** The extent to which students feel they are safe from bullying and harassment

\* Responses to these factors have been reversed so that a high score is positive.

