

End User Guide

## Academic Mentoring: Student Portal



# TrackOne

S T U D I O

If you require further expansion or assistance at any point in the document, please do not hesitate to contact TrackOne Studio Support through the Help Desk by sending an email to [helpdesk@trackonestudio.com](mailto:helpdesk@trackonestudio.com).

## Student Portal

The Learning Analytics Suite has a portal for students. Once student logins have been established in the suite (see User Management: Bulk Synchronisation for Students) then students can login to TrackOne and have access to any of the sections below:

- Academic Progress
- Student Timetable
- Continuous Report
- Pastoral Care
- External Results
- Student Activities
- Student Awards
- Student Goal Setting (My Goals)

These options can be added or deleted by editing the Student Role in the Suite (see User Management: User Roles).

The following pages show the student user experience when using the Learning Analytics Suite.

**TrackOne Studio Learning Analytics**

**Sign In**

User ID

Password

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1. At the sign in screen, the student first enters their network username.
2. They then enter their network password.
3. Click the **Sign In** button.

# Home Screen

**Demonstration School Learning Analytics Suite** Lucy Betterton (S285819) ([Sign Out](#))

**Welcome**

Learning Analytics is the process of using educational data, statistical analysis, and modelling to gain insights into student and school performance. It gives school leaders, teachers, parents and students access to rich academic and pastoral data which informs teaching practice and school management.

Learning Analytics tools, such as the Learning Analytics Suite and External Assessment Suite, are an important addition to school practice as they significantly reduce the time required to collect, analyse and publish educational data while giving school leaders and teachers simple, secure and efficient access to this critical information which improves the monitoring of student progress and outcomes, and allows schools to assess the impact of pedagogical changes and professional learning.

To find out more about TrackOne Studio and our school data analysis solution click [here](#).

**My Details**

**1** **2** **3**

**Student Passport**

**My Learning Path Semester 1, 2020** Not Started

**Learning Reflections**

Reflect on your learning from Semester One. What are you happy with and what do you feel you need to ... [More](#)

**Lucy Betterton**  
S285819  
Year 9 (SH)  
GPA: 13.29 (A-) (13.29) ➡  
Engagement: 4 (Consistently) (4) ➡

1. The student's menu is on the left-hand side of the screen.
2. Some basic student information is listed in the Student Passport, including their current GPA and EWL scores.
3. If a key learning goal has been entered for the current period, it is available in the Learning Reflections window.

# Academic Progress

- Home
- Academic Mentoring
  - Academic Progress
  - Continuous Report
  - Pastoral Care
  - External Results
  - Student Activities
  - My Goals

Demonstration School Learning Analytics Suite

Lucy Betterton (S285819) [\(Sign Out\)](#)

Student Passport

**Lucy Betterton**  
S285819  
Year 9 (SH)  
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Current Enrolment - Semester 1, 2020

Visual Art ACN	English ALL	ROLLCALL ART	History ABH
Advanced Mathematics AIT	Music AKB	Science ADQ	Science ACP

Transcript

Result Period: Sem 1, 2020 (Year 9) ☐ View Details

Subject	Subject Description	Teacher	Subject Result	Previous Result	Engagement	Previous Engagement
10MAT1 - 1043	Advanced Mathematics	AIT	A	A-	Consistently	Consistently
9ENG1 - 9041	English	ALL	A-	A-	Consistently	Consistently
9HIS2 - 9094	History	ABH	A-	B+	Consistently	Consistently
9MUS1 - 9001	Music	AKB	A+	No Result	Consistently	No Result
9SCI1 - 9081	Science	ADQ	B	A-	Consistently	Consistently
9SCI3 - 9083	Science	ACP	A-	A-	Consistently	Consistently
9ART1 - 9011	Visual Art	ACN	A	No Result	Consistently	No Result

GPA History

☐ Show Cohort Comparison

Result Period	GPA	Engagement
Sem 1, 2020 (Year 9)	13.29 (A-)	4 (Consistently)
Sem 2, 2019 (Year 8)	13 (A-)	4 (Consistently)
Sem 1, 2019 (Year 8)	12.88 (B+)	4 (Consistently)
Sem 2, 2018 (Year 7)	12.89 (B+)	4 (Consistently)
Sem 1, 2018 (Year 7)	13 (A-)	4 (Consistently)
Sem 2, 2017 (Year 6)	4.35 (Advancing)	No Result
Sem 1, 2017 (Year 6)	4.42 (Advancing)	No Result
Sem 2, 2016 (Year 5)	4.25 (Advancing)	4 (Consistently)
Sem 1, 2016 (Year 5)	4.17 (Advancing)	4 (Consistently)
Sem 2, 2015 (Year 4)	4 (Advancing)	3.97 (Consistently)

1. Select **Academic Progress** from the left-hand menu.
2. The student's current **subject enrolments** are displayed.
3. The student can also see their current **Academic Transcript**.
4. The student's **GPA and Engagement history** is also available.


# Academic Progress

5. Scrolling down the **Academic Progress** page reveals further academic data.



- The **GPA Comparison Summary** shows how the student has achieved in each of their subjects in comparison to their subject cohorts. Cohort comparison data is not shown for a cohort size smaller than 13 and can be disabled completely if required.
- The **Student Subject History** can show a student's achievement in any of their subjects over time. The default setting shows their GPA over time.

# Continuous Report



- Home
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- Continuous Report**
- Pastoral Care
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Continual Report

Result Period: Semester 1, 2020

Science (9081)

Objective	Assessment	Assessment	Assessment
Science Inquiry - 100%	10 (B-)	10 (B-)	9 (C+)
Knowledge and Understanding - 100%	10 (B-)	13 (A-)	12 (B+)
Comment	N/A	N/A	N/A

Science (9083)

Objective	Assessment	Assessment	Assessment
Science Inquiry Skills - 100%	13 (A-)	12 (B+)	13 (A-)
Knowledge and Understanding - 100%	12 (B+)	12 (B+)	13 (A-)
Comment	N/A	N/A	N/A

Music (9001)

Objective	Assessment	Assessment	Assessment
Responding - 100%	15 (A+)	N/A	N/A
Making: Composing - 100%	N/A	15 (A+)	N/A
Making: Performing - 100%	N/A	N/A	15 (A+)
Comment	N/A	N/A	N/A

History (9094)

Objective	Assessment	Assessment
Writing with Appropriate Mechanics - 100%	13 (A-)	14 (A)
Knowledge - 100%	12 (B+)	12 (B+)
Applying Big History Concepts - 100%	13 (A-)	14 (A)
Comment	N/A	N/A

1. Choose **Continuous Report**.

2. The **Continual Report** table will display the student's progressive assessments as they are published.

NOTE: This is dependent on Continuous Assessment being established in the Learning Analytics Suite.

# Pastoral Care



1. Select **Pastoral Care**.
2. Four Pastoral Care graphs are displayed.
3. The **Engagement Comparison Summary** displays the student's engagement in each of their subjects.
4. The **Engagement History Chart** displays the student's EWL score longitudinally.
5. The **Behaviour Analysis Chart** displays the student's behaviour ratings for a given result period.
6. The **Absence History Chart** displays the student's absence history longitudinally.

# External Results

Demonstration School Learning Analytics Suite Lucy Betterton (5285819) ([Sign Out](#))

**1** **External Results**

**2** **Assessment Results**

Provider:  **3** **Result Distribution**

Section	Participation	Result
<b>Year 9 NAPLAN (2020)</b>		
Spelling	Spelling Participation: Present	Score: 862; Band: 9
Grammar and Punctuation	Grammar & Punctuation Participation: Present	Score: 700; Band: 10
Writing	Writing Participation: Present	Score: 854; Band: 9
Reading	Reading Participation: Present	Score: 857; Band: 9
Numeracy	Numeracy Non Calculator Participation: Present; Numeracy Calculator Participation: Present	Score: 887; Band: 10
<b>Year 7 NAPLAN (2018)</b>		
Spelling	Spelling Participation: Present	Score: 807; Band: 8
Grammar and Punctuation	Grammar & Punctuation Participation: Present	Score: 897; Band: 9
Writing	Writing Participation: Present	Score: 838; Band: 7
Reading	Reading Participation: Present	Score: 874; Band: 9
Numeracy	Numeracy Non Calculator Participation: Present; Numeracy Calculator Participation: Present	Score: 891; Band: 9

**3** **Result Distribution**

Provider:  Assessment:  Criteria:

Student Assessment Result Distribution

**4** **Student Rank (In School)**


Provider:  Assessment:  Assessment Section:  Criteria:

Student Cohort Location

1. Select **External Results**.
2. The **Assessment Results** table will show any of the external results that you have enabled for student display in the Administration/External Results/External Results Filtering section.
3. The **Result Distribution** graphs are Box and Whisker charts of the student's external results.
4. The **Student Rank (In School)** indicates the student's position graphically for selected external assessments.



# Student Activities




- Home
- Academic Mentoring
  - Academic Progress
  - Continuous Report
  - Pastoral Care
  - External Results
- Student Activities**
- My Goals

## Demonstration School Learning Analytics Suite

Lucy Betterton (S285819) ([Sign Out](#))

My Activities

### Student Passport



**Lucy Betterton**  
S285819  
Year 9 (SH)

GPA: 13.29 (A-) (13.29) 🟡

Engagement: 4 (Consistently) (4) 🟡

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### My Activities

Activity Type:

Year	Semester	Activity Type	Activity	Activity Level	Characteristics	Score
2020	2	SPORT	TAS Girls' Volleyball			0
2020	1	SPORT	TAS Netball			0
2020	1	SPORT	TAS Girls' Basketball		Team Achievement: Team Sportsperson	0
2020	1	MUSIC	Ensembles			0
2019	2	MUSIC	Ensembles			0
2019	2	ANNUAL ACADEMIC AND SUBJECT AWARDS	Academic Excellence Award		Year: 8	0
2019	2	EXTRA CURRICULAR	Maths ICAS Competition			0
2019	2	SPORT	TAS Girls' Volleyball		Team Achievement: Team Sportsperson	0
2019	1	MUSIC	Ensembles			0
2019	1	SPORT	TAS Girls' Basketball			0
2019	1	SEMESTER ACADEMIC AWARDS	Principal's Award for Outstanding Academic Achievement			0

1. Select **Student Activities**.
2. If Activities have been set up in the Learning Analytics Suite, then the student will be able to view a list of their activities in descending date order.

NOTE: At present activities can only be brought into the Suite from TASS.

## My Goals

The screenshot shows the 'My Goals' interface. On the left is a sidebar with a navigation menu. The top header displays the user's name and a sign-out link. The main content area has two tabs: 'My Goals' (active) and 'Goal History'. Under 'My Goals', there is a 'Student Passport' section with a profile card for Lucy Betterton, a 'Notes' section with 'No Notes', and an 'Instructions' section. At the bottom, a table shows the current learning path, and a green 'Start Path' button is visible.

1. Select **My Goals**.


2. The first tab of the blue menu bar, **My Goals**, will display the current goal setting pathway.

3. The second tab, **Goal History** displays past goal setting pathways.

4. The student needs to select the green button **Start Path** to begin the goal setting process.

5. The following screenshot illustrates some of the question types that can be included in a goal setting pathway.

# My Goals



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- My Goals

Demonstration School Learning Analytics Suite


Lucy Betterton (S285819) (Sign Out)

My Goals

Goal History

Student Passport

Notes



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No Notes

Add Note

Instructions

This pathway is designed to allow you the opportunity to reflect on your learning path.  
To complete the pathway please answer the questions below and click submit.

My Learning Path Semester 1, 2020: Open

Mentor: Unknown

Status: Started

Learning Reflections

Reflect on your learning from Semester One. What are you happy with and what do you feel you need to develop?

Learning Reflection

Reflect on your learning to this point and for each area, rate yourself on the scale between 1 and 5 (with 5 being the best).

Reflect on your behaviour to this point and rate yourself on the scale of 1 to 5 (best).

0 1 2 3 4 5

➖ ➕

Reflect on your engagement with learning to this point and rate yourself on the scale of 1 to 5 (best).

0 1 2 3 4 5

➖ ➕

List one or two non-academic goals for this semester.

Goal: 1

Non-Academic Goals

Strategy: How are you going to do this?

Goal: 2

Non-Academic Goals

Strategy: How are you going to do this?

Co-curricular and Part-time Work Commitments


Please enter your Co-curricular and part-time work commitments. If your response is nil, please leave the box empty.

What co-curricular activities are you involved with this semester (list each one)?

How many hours per week will you spend on your co-curricular activities?

10

## My Goals - Submitting



- Home
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  - Student Activities
- My Goals**

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Lucy Betterton (\$285819) ([Sign Out](#))

**Goal: 1**

**Non-Academic Goals**

Participate in at least one co-curricular activity this semester.

**Strategy: How are you going to do this?**

I will try out for softball, swim squad and cross country.

**Goal: 2**

**Non-Academic Goals**

To spend at least 30 minutes exercising per day and reduce my amount of social media.

**Strategy: How are you going to do this?**

Walk with Mum each afternoon when I get home from school.

**Co-curricular and Part-time Work Commitments**

Please enter your Co-curricular and part-time work commitments. If your response is nil, please leave the box empty.

What co-curricular activities are you involved with this semester (list each one)?

softball, swim squad and cross country

How many hours per week will you spend on your co-curricular activities?

6 hours

How many hours per week do you spend on part time work at the moment?

none

Enter Note...

2

1

3

Save and Return Later

Submit Now

System Year: 2020

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1. At any stage of the goal setting process the student can select **Save and Return Later** to save their survey and return to it later.
2. When the goal setting is finished the student can include a note to their staff mentor.
3. To complete the goal setting pathway the student should select the green button, **Submit Now**. Notification via email will be sent directly to their staff mentor.