

# VCAA Bulletin

Official publication for Early Years, F–10, VCE, VCAL and VET

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## VCE Assessor Insights: Rewarding work and long-term gains

The VCAA is currently taking applications for 2017 VCE Assessors and recently spoke with two experienced assessors to provide insight into the benefits and challenges of the role.

Jo Flack, a teacher for forty years and an assessor for nearly twenty, and Claire Bloom, an assessor for more than ten, agree that professional development and broader opportunities in the education sector are just some of the important benefits for teachers signing up as VCE Assessors.

Jo teaches Media at Swinburne Secondary College and believes having assessor experience sharpens a teacher's ability to analyse exam questions, making it easier for them to construct their own practice VCE essay questions.

She says assessing has highlighted to her the importance of time management which she passes on to her students as she believes success in VCE exams is '50% knowledge and 50% being able to write it down in the time available and the form required'.

Claire, a teacher at Warrandyte Secondary College, describes her role as an assessor as 'busy, illuminating and confidence-building'. She says networking with other assessors has additional advantages such as the sharing of resources and classroom strategies.

To become an assessor, teachers need experience in VCE Units 3 and 4 in the study. They must also attend a full day of training where a broad range of student responses are explored to establish clear and consistent marking guidelines for all assessors.

Both assessors agree that technology has lightened the workload.

Claire remembers the pressure of tight deadlines when she'd have to physically meet her paired assessor to 'swap bags' of CD-ROMs containing exam papers to be marked.

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'Thankfully this burden has been removed as the process has gone digital,' she says. 'The most difficult thing for me now is that school-based report writing coincides with exam marking so you have to be extremely well organised to ensure everything is done on time.'

Claire believes good time management skills, an excellent understanding of the VCE study and the willingness to put aside personal interpretations of questions and go with the group consensus and Chief Assessor's decisions on acceptable marking responses are essential.

Teachers have many motivations for becoming as assessor. Jo was initially inspired to 'give back' and because she'd found that 'how one *thinks* an average student will respond and how they *do* respond' were often different.

'I'd send my students into the exam thinking they'd do really well and finding their results were not what I imagined,' she says.

There are other less obvious advantages to assessing, says Jo.

'Not only is it great PD and a great way to advance your career but the extra money comes in just before Christmas.'

All teachers with experience teaching VCE Units 3 and 4 are encouraged to apply to become a VCE assessor in 2017. More information is available on the [VCAA website](#) and [SSMS](#). For further details about assessor training dates in 2017, see the [article](#) in the VCE Assessment section of this Bulletin.

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## Reappointment of VCAA Chair

It is with great pleasure we announce that the Governor in Council has appointed Chris Wardlaw as VCAA Chairperson for a second term.

Chris Wardlaw is an extremely active Chairperson, representing the VCAA on a number of Board Committees, presenting at the Season of Excellence events and numerous awards nights. He also consults with the Minister and Secretary of Education on a regular basis and is committed to making the VCAA a global leader in curriculum, assessment and reporting.

Chris held Deputy Secretary positions in education in Hong Kong (2002–08) and Victoria (2009–13) before retiring. In the Hong Kong Government, he was responsible for curriculum, assessment and quality assurance for pre-primary, basic education and senior secondary education, and in Victoria, for strategy and review across the portfolio.

Before his time in Hong Kong, Chris had a long career in Victorian education during which he took a leading role in major reforms supporting school-level decision-making and evaluation and review. Chris taught economics and history at university and secondary levels before moving into educational administration.

Chris was awarded the Public Service Medal in the 2013 Queen's Birthday Honours list. He was made a Fellow of Monash University in 2013.

He is currently a Director of the Board of Athletics Australia and Deputy Chair of the Australian Institute for Teaching and School Leadership.



## VCE Season of Excellence

### Launch of VCE Season of Excellence and Top Screen

The 2017 VCE Season of Excellence is in full swing. The Season provides an opportunity for a broad audience to see and experience the best work that our VCE students have to offer in art, technology, multimedia, film, design, dance, music, and drama.

The official launch took place on Thursday 9 March at the Australian Centre for the Moving Image (ACMI), and included the launch of Top Screen. This year's Top Screen program comprises creative and original narratives, music clips and animations, produced by 14 top performing VCE Media students.

Award-winning Australian film producer Sue Maslin was on hand to open the event. Sue, whose most recent work includes *The Dressmaker* (2015) starring Kate Winslet, congratulated the students selected for the Season and commended the young film makers on their hard work, artistry and ability to create stories that connect with their peers.



Sue Maslin, with the student filmmakers, opens Top Screen 2017.



L to R: John Firth (CEO, VCAA), Sue Maslin, Chris Wardlaw (Chair, VCAA) at the launch of the VCE Season of Excellence

VCAA Chair, Chris Wardlaw, also spoke at the event praising the 250 VCE students whose work will be presented across the Season program for their exceptional performance, creative and design skills. He highlighted the importance of the arts in the education of all students and spoke to the dazzling program on offer through Top Screen.

'These films provide a medium for young people to express themselves and share their ideas and feelings,' he said. 'These filmmakers have successfully given themselves and their peers a voice and provided inspiration to current and future VCE students to create their own original narratives.'

Top Screen runs until Friday 19 May and is accompanied by education sessions and panel discussion to help audiences gain a deeper insight into the filmmaking process and the assessment requirements of VCE Media. School groups have the opportunity to view the filmmaker's Production Design Plans after all Screening + PDP Viewing sessions. Screening + Meet the Filmmakers sessions allow current students to hear from the Top Screen 2017 filmmakers, and Screening + How Do I Do It? offers insights from the Media State Reviewer, Brett Lamb.

Visit the [ACMI Website](#) for full details and ticket bookings.



Top Screen Filmmakers on stage  
 Front: (L to R) Caleb Mynard, Riley Bullock, Sarah Said, Rupa Anurenda, Neha Shervi and Oliver Bailey. Back: (L to R) Willem Kingma, Benjamin Head, Carey Tsiaves, Thomas Hughes, Shanon McKenzie, Taisei Sasaki and Tessa Himpo.

### Young designers win awards at Top Designs

Top Designs launched to a stellar crowd of more than 500 people on Friday 17 March at Melbourne Museum. Part of the 2017 VCE Season of Excellence, Top Designs features incredible folios and work from some of Victoria's finest VCE and VCE VET students. Internationally renowned Victorian designer Beci Orpin officially opened the exhibition, alongside VCAA CEO John Firth and Museums Victoria CEO Lynley Marshall.

In the lead-up to the launch, the annual Deans Arts prizes were announced.

Zachary Taylor (MacKillop Catholic Regional College) won the Community Values prize for *Be a Man*, an evocative photographic series about masculinity and gender roles. Sophie Pinnuck (Genazzano FCJ College) received the Original Thought award for her intricate textile work in *Farm to Fashion* – an outfit that explores the various applications and manipulations of merino wool. Xavier Roberts (Templestowe College) won the Research and Development category for *Score Scroll*, a machine that turns pages of sheet music for musicians as they play. Carys Norwood (Eltham High School) was presented with the Innovative Use of Resources accolade for her *Reversible Photographer's Poncho*, a garment incorporating practical functionality with environmental aesthetic. Jack Lumb (St Michael's Grammar School) received the Sustainability prize for his *Lumeco Recycled Pendant Light*, an ecologically conscious product made of recycled milk cartons, plastic garbage bags and reclaimed cypress.

Daniela Scaramuzzino from Deans Art presented the designers with a certificate in acknowledgement of their achievement, along with a \$200 Deans Art voucher to put towards their future creative endeavours.

Carys, who is currently finishing VCE, created her award winning work in Year 11 as part of VCE Product Design and Technology. 'I focused on doing the best I could during my studies, so it's wonderful to have my work recognised,' she said of her Deans Art prize.

Carys credits her visits to Top Designs in previous years as a great source of inspiration. 'I first visited the exhibition in 2015, and was captivated by the way students harnessed the environment in their designs,' she says. Last year, Carys returned to the exhibition to study the student folios and use them as a guiding standard for her own design. 'I hope I inspire other students to use Top Designs the way I did, showing them what they can achieve and encouraging their creativity,' she says.

Jack, who also studied VCE Product Design and Technology last year, is excited to share his interest in sustainability through Top Designs. Jack said it is amazing to be a part of the exhibition because he can show other students how to create great designs while being mindful of their environmental footprint. Upon receiving the Sustainability award, Jack said he was humbled and proud to receive recognition for his work.

Top Designs is open until Sunday 16 July. The exhibition is accompanied by education programs and industry forums with Design and Technology professionals. For more information please visit the [Melbourne Museum](http://Melbourne Museum) website.



Daniela Scaramuzzino, Deans Art and Carys Norwood



Jack Lumb with Daniela Scaramuzzino and Kerry Williams from Deans Art

## Plain English Speaking Award

### London calling: PESA winner to speak up on the international stage

Next month Luke Macaronas, the 2016 winner of the VCAA Plain English Speaking Award (PESA), will represent Australia in London at the 2017 English Speaking Union International Public Speaking Competition (IPSC). Luke (St Kevin's College) won the national competition with his speech 'Locker-room culture' which explored hyper-masculinity in locker-room environments, delving into how this shapes society's expectations on men and the consequences this has within our communities.

PESA is a national public speaking competition open to students aged 15–18 years. The competition encourages students from government, independent and Catholic schools to bring their thoughts, opinions and ideas into the public sphere. It also provides a safe environment for students to build and develop essential skills in speech writing, research, and public speaking. Each year the PESA competition begins with regional rounds, followed by a round of semi- and state finals, culminating in the national final held in a different capital city each year. In Victoria, PESA is organised and conducted by the VCAA, and the Australia-Britain Society (Victoria) and English Speaking Union (Victoria Branch) generously sponsor the Award. The national winner goes on to compete in the IPSC.



Luke Macaronas

Luke says the opportunity to discuss a subject of importance to him with his peers and audience was invaluable. 'PESA provides students with a platform to challenge and excite minds from across Australia. It is a space for our voices to be heard,' he says.

For IPSC, Luke will participate in a five-day program of events from 8–12 May and deliver a speech based on this year's theme 'To define is to limit'. Over 50,000 students from more than 50 countries have participated in competitions over the last year in the hopes of winning the chance to compete in London. Similar to PESA the IPSC aims to provide students with a forum to work on their oral communication and networking skills. This year the final competition will be [broadcast live](#).

#### Entries now open for 2017

Entries for the 2017 Plain English Speaking Award are now open. To enter please visit the [PESA page](#). Entries Close Monday 8 May.

Regional finals will be held across Victoria Monday 22 May–Friday 2 June. Semifinals will take place Thursday 15 – Friday 16 June. The State final will be held on Wednesday 26 July. The National final will be held in Melbourne on Monday 14 August.

See also [Bulletin Board](#)

### Order your DVD: What, why and how? Pedagogy with very young children

This resource, developed by the VCAA, in partnership with Anne Stonehouse, AM, consists of two parts, *There's a lot going on!* and *Prompts for reflection* (eight vignettes), plus a collection of notes to support their use.

The resource portrays very young children as capable, powerful, active contributors to their own and others' experience, and as partners who have a right to exercise and strengthen their sense of agency. The intent of the video is not to prescribe specific practices, but rather to show examples of practice as prompts for critical reflection and discussion. The notes that accompany the videos are designed for those in leadership positions in a range of services that work with families and children (birth to eight years).

This resource will be available in DVD format from May 2017. If you would like to order copies, please complete this [online order form](#). To view online, go to the [video resource webpage](#).



### VCAA Early Years Twilight Seminar series

#### **Twilight Seminar 2: Register now**

The next VCAA Early Years Twilight Seminar will be held on Wednesday 3 May 2017 and will focus on *Wellbeing and continuity of children's learning*.

This seminar will be co-presented by Louise Marbina (Manager, Educational Play Therapy and Music Therapy, Royal Children's Hospital), Julianne Wilson (Primary School Teacher and Early Years Literacy Specialist Teacher, VCAA) and Carmel Phillips (Manager, Early Years Unit, VCAA).

The 2016–2017 Twilight Seminar series is designed to engage with early years professionals in multidisciplinary networks and communities of practice, and focuses on the Victorian Early Years Learning and Development Framework (VEYLDF), evidence-based research, resources and implications for practice.

Seminars are held at the Bastow Institute of Educational Leadership and in 11 regional and rural venues via video conferencing (5.30pm to 7pm).

Online registration and details about the co-presenters is available on the Early Years [professional learning webpages](#).

#### **Twilight Seminar 3: Date change**

Please note that there has been a change to the date for the June Twilight seminar, which will now be held on Wednesday 7 June 2017.

*Teaching and learning mathematics: Making the most of everyday opportunities to support early learning* will be co-presented by Dr Caroline Cohrssen (Senior lecturer, Melbourne Graduate School of Education, The University of Melbourne) and Mary Holwell (Program Manager, Early Years Unit, VCAA). Subscribe to the [Early Years Alert](#) for information on registration.

### VEYLDF Illustrative Maps: New format to support everyday planning and reflection

The Victorian Early Years Learning and Development Framework (VEYLDF) Illustrative Maps to the first three levels of the Victorian Curriculum F–10 are a series of documents, arranged according to each of the Learning and Development Outcomes, and with links to the Victorian Curriculum F–10.

These maps are now available on the Early Years webpages as landscape A4 Word documents that are easy to navigate (each key component of learning is set on its own page) and use in daily practice.

The VEYLDF Illustrative Maps are used by early childhood education and care professionals:

- to identify and monitor specific examples of the evidence of learning in the five Learning and Development Outcomes
- to make informed curriculum decisions and plan experiences and opportunities that advance children's learning.

For each Outcome, the VEYLDF Illustrative Maps provide:

- examples of evidence that early childhood professionals may observe in children as they learn, grouped according to the key components of learning in the VEYLDF
- examples of evidence that demonstrate when students develop particular skills and capabilities according to the first three levels of the Victorian Curriculum F–10 that are aligned with the Learning and Development Outcomes of the VEYLDF. These examples of evidence demonstrate a continuity of learning between the VEYLDF Learning and Development Outcomes and the first three levels of the Victorian Curriculum F–10.

Download the new VEYLDF Illustrative Maps from the [Early Years webpages](#).

See also [Bulletin Board](#)

### Curriculum

#### New curricula: Auslan, Classical Greek and Latin now available

Following VCAA Board approval Auslan, Classical Greek and Latin have been added to the Victorian Curriculum F–10. In addition, the VCAA has released a curriculum document 'Framework for Classical Languages' to be used by schools to develop classical language curricula other than Classical Greek or Latin. For more details and to access these new curricula, please go to the [Languages homepage](#) on the Victorian Curriculum website.

Curriculum mapping templates for the newly released languages have been published on the Victorian Curriculum F–10 [Resources and Support pages for the Languages](#).

#### Professional learning opportunities for Term 2

##### Online professional learning sessions

Register now for the new series of online professional development sessions to support teachers implementing the Victorian Curriculum F–10. Sessions start on Wednesday 26 April and, while building on those offered previously, are easily accessible, regardless of any prior engagement with the Victorian Curriculum.

The sessions will also feature new presenters and cover a huge range of curriculum areas and topics including STEM, Digital Technologies, Performing Arts, Economics and Business.

Please note the one-off **specialised session on Wednesday 21 June** on Koorie Cross-Curricula Protocols, relevant for all curriculum areas.

To view the full schedule of sessions and register to attend, please go to the Victorian Curriculum F–10 [professional learning webpage](#).

##### Statewide professional learning sessions Victorian Curriculum F–10: Specialist Teachers sessions to support curriculum implementation

As part of the Education State support for the implementation of the Victorian Curriculum F–10, the VCAA in collaboration with the Department of Education and Training (DET) is providing key professional learning opportunities for teachers in government schools delivered by Specialist Teachers in the following priority areas:

- STEM (Science, Technology, Engineering and Mathematics)
- Digital coding
- Critical thinking
- Literacy in the early years
- Music
- Civic participation
- Ethical understanding in a global world.

The Specialist Teachers are focusing on the Victorian Curriculum F–10 as the basis for developing high-quality teaching and learning programs. They are able to explain and explore with their teacher peers the overarching understanding of the curriculum area and will deliver the program across DET regional boundaries and regions to maximise the coverage for successful implementation. The program schedule also includes opportunities for small government schools to connect via Polycom to a Specialist Teacher in a priority area. For the purposes of this program, a small school is defined as a school with an enrolment of 100 students or less.

The initial schedule will be published early in Term 2 on the VCAA's [professional learning webpage](#) and through the F–10 Curriculum Updates. If you haven't done so already and wish to subscribe, please go to the [F–10 Curriculum Updates](#) webpage. In addition, the schedule of professional learning programs will be advertised through the DET Regional offices.

## Update on the Victorian Curriculum F–10 English as an Additional Language

As outlined in previous *VCAA Bulletins*, the VCAA has been working in partnership with DET to develop the Victorian Curriculum F–10 English as an Additional Language (EAL) curriculum.

The process for developing the curriculum has included exploring the research and approaches undertaken by other jurisdictions, and enabling teachers and other interested stakeholders to provide feedback through focus groups and an online consultation survey.

It is intended that the new EAL curriculum will be considered by the VCAA Board in upcoming meetings and then published in Semester 2, 2017.

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## Assessment

### NAPLAN Helpdesk

The VCAA operates a Helpdesk service to assist principals and NAPLAN coordinators with queries related to all aspects of NAPLAN 2017. Contact details are:

Freecall: 1800 648 637, 8.30am–5.00pm, Monday to Friday

Email: [vcaa.naplan.help@edumail.vic.gov.au](mailto:vcaa.naplan.help@edumail.vic.gov.au)

Schools are encouraged to contact the Helpdesk if they require assistance with any aspect of NAPLAN.

### Student participation in NAPLAN

With regard to student participation in the NAPLAN, the National Protocols for Test Administration state that:

- NAPLAN is a national assessment and all students are expected to participate
- NAPLAN should be accessible to all students to demonstrate their actual skills and knowledge.

With this in mind, it is very important that all eligible Years 3, 5, 7 and 9 students are given the opportunity to participate in the tests and that the program is actively promoted in school communities.

Detailed information regarding allowable disability adjustments and student eligibility is provided in Part A of the [NAPLAN 2017 Handbook for Principals](#). Principals should ensure that parents of students who require disability adjustments are informed about, and have agreed to, the nature of the adjustments provided.

Principals are also reminded that final decisions regarding student exemption or withdrawal from the NAPLAN rest with parents/carers. Under no circumstances should a student be exempted or withdrawn from the NAPLAN without parental consent and signed approval.

Fully signed Records of Exemption and Student Withdrawal forms, and records of parental consent for disability adjustments, must be **kept at the school** for at least 12 months and made available to the VCAA upon request.

### Catch-up tests for individual students who are absent on test days

Principals are encouraged to facilitate catch-up tests for individual students who are absent on the day of one or more tests, but who return to school on or before the Friday of test week.

Arrangements should be made for these students to sit catch-up tests after the scheduled test times on the Tuesday afternoon, Wednesday, Thursday or Friday of test week.

Students who are absent on all test days should not, however, be expected to complete all of the tests on **Friday 12 May 2017** and should be marked as absent for the tests they were unable to complete.

## NAPLAN Test Administration website

From **Monday 10 April 2017**, the NAPLAN Test Administration website will be updated with student enrolment information and released to schools to complete the following tasks related to student participation:

- produce personalised exemption and withdrawal forms
- request the use of a scribe and/or assistive technology
- add details of new students
- print student attendance forms.

Schools that record attendance on printed forms will need to transfer the attendance details onto the website after the tests.

Please note that all principals are required to confirm that student attendance, exemption, withdrawal, withheld results and disability adjustment details have been accurately recorded on the website by **Thursday 18 May 2017**. Please note that the prompt completion of this confirmation process is integral in ensuring that NAPLAN results can be processed as quickly as possible.

An Online Attendance Guide with detailed instructions for NAPLAN coordinators can be accessed via the 'Help' function on the website.

## Delivery of the NAPLAN 2017 test packages

Delivery of the NAPLAN 2017 test packages to schools will begin in the week commencing Monday 24 April 2017. Staff who have been authorised by the principal to take delivery of the tests should be briefed about the pending arrival of the test packages and sign for them on arrival. If test packages have not been received by Tuesday 2 May 2017 please contact the NAPLAN Helpdesk immediately.

Test packages will include test books for all NAPLAN tests, Reading magazines, Writing stimulus materials and Test Administration Handbooks. The package will also include information pamphlets (which should be distributed to parents prior to the commencement of the NAPLAN tests), a Test Materials Security log and a packing slip.

Secure test materials will be packed separately in tamper evident bags within the test package and schools should document the receipt, tracking, storage, distribution and collection of the test materials in the Test Materials Security log. The packing slip should be used to check that the correct quantity of materials has been provided. If insufficient quantities of materials are delivered, the principal/NAPLAN coordinator should immediately request extra NAPLAN test material via the test administration website.

Please submit requests for extra NAPLAN test materials to the VCAA by Wednesday 3 May 2017.

Schools may retain any unused test books which do not have pre-printed student details on the front cover. All used and unused test books with student details printed on the front cover must be returned to the VCAA.

## Genre for the NAPLAN 2017 Writing Test

Schools are reminded that Years 3 and 5 students will receive a different topic from Years 7 and 9 students for the NAPLAN 2017 Writing test. This decision has been taken to ensure the continued maximum engagement and fairness for all students.

The genre for the NAPLAN 2017 Writing test will be chosen from one of either narrative or persuasive genre, and it will be the same genre for all year levels. The genre for the Writing test will not be disclosed prior to the test period and students will not be able to choose the genre in which they write their response.

The NAP website includes further details about the [Writing test](#) and relevant [FAQs](#).

### NAPLAN test observation visits

Each year, in order to facilitate the standard administration of the NAPLAN tests, the VCAA conducts a series of test observation visits to selected schools throughout Victoria.

NAPLAN test observers visit schools on one or more days during the testing period to observe the conduct of the tests and to provide advice and assistance to schools to ensure compliance with all test administration requirements.

NAPLAN test observers do not participate in the administration of the tests and later complete a written report for the VCAA.

Feedback from principals and NAPLAN test observers in the past has been very positive and the VCAA thanks schools in advance for their cooperation in this activity.

### On Demand and the Victorian Curriculum

The On Demand program has been updated to support the Victorian Curriculum. A suite of adaptive tests for Mathematics Statistics and Probability has been released as part of the update. Now that schools have been using the program for a number of months, the VCAA plans to undertake an 'Item Level Response' data collection in May. This data will be used to review how On Demand items are functioning with the new curriculum alignment.

### Item Level Response data collection

Calibration and review of the Item Level Response data is integral to the accuracy of the On Demand program. The VCAA regularly undertakes reviews of all of the items in the On Demand program to ensure the integrity of item content and the accuracy of the difficulty value assigned to each test item. This process involves directly analysing how each item is performing by collecting students' responses to test questions. There is no action required by the On Demand schools for the data in this process.

#### **School Exemption from On Demand Testing Item Level Response Data Collection**

Schools that do not wish to participate in this process should complete an Exemption Form which is available on the [On Demand forms](#) webpage.

See also [Administrative Advice](#), [Professional Development](#) and [Bulletin Board](#)

## Curriculum

### VCE Latin prescribed set texts for 2018 and 2019

The following passages from Virgil have been approved as the prescribed texts for Section 2 of the end-of-year examination.

2018: Virgil, *Aeneid* Book 10 1-95; 439-509; 755-908

2019: Virgil, *Aeneid* Book 12 631-952

### VCE Studio Arts webinar – Unit 3, Outcome 3, School-assessed Coursework

Teachers are advised that two online sessions will be available to provide information for School-assessed Coursework for VCE Studio Arts (2017–2021) Unit 3, Outcome 3.

These sessions will provide advice on:

- task design: structuring the task to address the requirements of the outcome, key knowledge and key skills.
- preparing resources and learning activities for the task.
- preparation for sitting the task.
- assessment of the task – applying the VCAA descriptors.
- providing feedback to students.

A question and answer session will be included as part of the presentation. Sessions will be held from 4.00pm to 5.30pm on Monday 1 May 2017 and Monday 8 May 2017. [Register online](#) for the Studio Arts webinar.

### Consultation open for VCE study design reviews

Consultation is now open for the proposed study designs for VCE Accounting, Extended Investigation and Philosophy and will conclude on Tuesday 16 May 2017.

Stakeholder feedback is an important part of the review and accreditation process for VCE studies. Interested teachers and other stakeholders are asked to review the consultation documents and respond to the online questionnaires. The consultation period runs from Tuesday 18 April to COB Tuesday 16 May 2017.

Consultation documents, including the draft study design, summary of proposed changes and the link to the online questionnaires are now accessible from the consultation section on the [Accounting](#), [Extended Investigation](#) and [Philosophy](#) study pages. (Please click the 'Consultation' link to navigate to the documents.) For enquiries about the consultation process, contact the VCE Curriculum Unit: [vcaa.vce.curriculum@edumail.vic.gov.au](mailto:vcaa.vce.curriculum@edumail.vic.gov.au).

### Call for applications: VCE Classical Studies 2018 Classical Works list advisory panels

Applications are sought from suitably qualified people for membership of the advisory panels for the 2018 Classical Works lists. Applications can be lodged through the [Sessional Staff Management System](#). The closing date for applications is Monday 24 April.

Members of the Classical Works list advisory panels must ensure that they are familiar with the details of the relevant accredited [Classical Studies](#) study design and, in particular, with the role of classical works within them.

Applicants should also make themselves aware of the [Principles, guidelines and procedures for prescribed VCE text lists](#). For further information about the Classical Works list advisory panels, contact Gerry Martin, Curriculum Manager, History and Civics: (03) 9032 1694 or e-mail: [martin.gerard.f@edumail.vic.gov.au](mailto:martin.gerard.f@edumail.vic.gov.au)

## Revised VCE Study Design implementation briefings

The VCAA, in collaboration with subject associations and organisations, will conduct professional learning programs for teachers of VCE Health and Human Development, Legal Studies, Media and Australian and Global Politics, focusing on revised studies for implementation in 2018. A series of metropolitan and regional implementation briefings, including online access for some sessions across all studies, will be held between May and August 2017.

Details of the implementation program for Health and Human Development, Legal Studies, Media and Australian and Global Politics are now available on the relevant study pages. A Notice to Schools will be sent alerting schools when registrations are available. Participants should bring a copy of the revised study design to the workshop. There is no cost for attending these sessions.

For enquiries about the implementation briefings, contact Robyn Douglass, Curriculum Program Manager: (03) 9032 1720 or [douglass.robyn.f@edumail.vic.gov.au](mailto:douglass.robyn.f@edumail.vic.gov.au).

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## Assessment

### 2017 General Achievement Test and VCE written examination timetable

In 2017, the General Achievement Test (GAT) will be held on Wednesday 14 June from 10.00am to 1.15pm. A GAT information brochure will be sent to schools mid-May. Schools should ensure the brochure is distributed to all students sitting the GAT and that they are briefed about its contents prior to the date of the GAT.

As notified in the February 2017 *VCAA Bulletin*, the 2017 VCE written examination timetable will be published on the VCAA website in May and also included in the June 2017 *VCAA Bulletin* and the *VCE Exams Navigator 2017*, which will be sent to schools in July.

### VCE Drama and Theatre Studies examinations

The prescribed structures and other information for the 2017 Drama solo performance examination, and the monologues and other information for the 2017 Theatre Studies Stagecraft examination, are now available. Teachers and students should refer to the information provided on the [Drama](#) and [Theatre Studies](#) examination pages of the VCAA website.

For curriculum enquiries and requests for a PDF of the Theatre Studies Stagecraft monologues, email Helen Champion, Curriculum Manager, Performing Arts: [champion.helen.h@edumail.vic.gov.au](mailto:champion.helen.h@edumail.vic.gov.au). For enquiries about examination matters such as venues, email Glenn Martin, Project Manager, VCE Assessment: [martin.glenn.w1@edumail.vic.gov.au](mailto:martin.glenn.w1@edumail.vic.gov.au).

VCE solo performance and Theatre Studies Stagecraft examinations will be recorded from October 2017. An audiovisual recording of all student presentations will provide a valuable additional quality assurance measure. There will be no other changes to the examination room procedures and protocols. Please see [Notice to Schools 2017/32](#) for details.

### Examination materials: New and revised studies

Sample materials for written examinations for the following new or revised VCE studies and VCE VET programs have been published on their respective examination pages on the VCAA website: Algorithmics (HESS), Art, Biology, Business Management, Chemistry (note: updated data book published April 2017), Economics, English (including assessment criteria and expected qualities), English as an Additional Language (including assessment criteria and expected qualities), Environmental Science, Literature (including assessment criteria and expected qualities), Music Performance, Music Style and Composition, Physics (note: updated formula sheet published April 2017), Psychology, Religion and Society, Studio Arts, Texts and Traditions, VET Community Services, VET Hospitality (Kitchen Operations), VET Music Industry (Sound Production) and VET Sport and Recreation. Sample materials for Food Studies, Karen, Vietnamese First Language and VET Integrated Technologies will be published early Term 2, 2017.

Sample examination materials for the following VCE VET programs have been updated to reflect the new, but equivalent, units of competency: VET Creative and Digital Media (formerly VET Interactive Digital Media), VET Hospitality and VET Laboratory Skills.

For VCE Music studies, the specifications and advice for the performance component and/or Externally assessed Task will be available at the beginning of Term 2, 2017.

## 2017 Assessor applications and training meetings

Applications to be an assessor for all 2017 VCE external assessments are currently open on the [Sessional Staff Management System](#) (SSMS).

Suitably qualified people, in particular practising teachers, who would like to become assessors are strongly encouraged to consider the excellent professional development opportunities to be gained from assessing and are invited to apply online.

Closing dates for submitting applications are:

**Sunday 7 May** – English, English as an Additional Language, English Language, Extended Investigation Critical Thinking Test, Literature.

**Sunday 28 May** – VCE performance examinations

**Sunday 18 June** – VCE Languages oral and written examinations

**Sunday 16 July** – all other VCE written examinations.

For more information see [Why become an assessor](#) on SSMS. For technical and access issues, contact the SSMS helpdesk on (03) 9225 2305 or [assessment.administration.vcaa@edumail.vic.gov.au](mailto:assessment.administration.vcaa@edumail.vic.gov.au)

### GAT

Appointed assessors will be required to attend one of three training meetings for the GAT. Only those people who have been appointed by the VCAA to be assessors or emergency assessors for the GAT in 2017 can attend assessor training meetings. All new assessors and assessors are required to attend a compulsory New Assessor Briefing. The briefing is on Monday 29 May 6.00pm–8.00pm.

All appointed assessors will receive detailed information about the training meetings and payment with their appointment advice. Applicants should be aware that the GAT is marked online. Full details are available on the [Sessional Employment webpage](#).

### VCE Performance and Languages oral examinations

Assessors for 2017 VCE Performance and Languages oral examinations are required to attend the relevant assessor training meeting. Assessors are reminded that attendance at the training meetings is a prerequisite for assessing. Only those people who have been appointed by the VCAA to be assessors or emergency assessors can attend assessor training meetings, which will be held in August and September.

All appointed assessors will receive detailed information about the training meetings and payment with their appointment advice. Training meetings for the VCE studies with a performance examination are available on the [Sessional Employment webpage](#).

### Information for principals

The VCAA provides principals with information about the appointment of staff from their schools, the dates of assessor training meetings, and the availability of casual relief teacher (CRT) payments to secure the release of staff.

In requesting the school to agree to a teacher's release, the principal can acknowledge the professional development benefits as well as the commitment required to do the work in very tight timelines. If an offer of appointment is made by the VCAA, school-based staff undertaking these VCAA activities in school hours are advised to ensure that their release has been approved and confirmed with their school. Teachers should be aware that the VCAA may need to contact their school for administrative or audit purposes.

If release is required from school duties to attend assessor training meetings, a CRT payment is made available to the home school (as given by the assessor in their application) to gain the release of the teacher from their duties and to cover their absence. If release is not required from school duties, a payment for attendance at the training meeting is made available to the assessor.

For more information, contact Marlwood Ryder, Manager, Assessment Services on (03) 9225 2302 or email: [ryder.marlwood.f@edumail.vic.gov.au](mailto:ryder.marlwood.f@edumail.vic.gov.au).

## Victorian Certificate of Applied Learning

See also [Administrative Advice](#), [Professional Development](#) and [Bulletin Board](#)

### VCAL Achievement Awards

The VCAL Achievement Awards recognise the outstanding achievements of young people who participated in the VCAL in 2016. The awards also recognise the contribution and achievement of VCAL teachers and partner organisations that have contributed to the development and delivery of innovative VCAL programs.

Visit the [VCAL webpage](#) to watch a video of the highlights from last year's awards. The 2016 Awards Ceremony will be held on Friday 26 May at Deakin Edge from 1.00–3.30pm. Providers wishing to attend should contact the VCAL unit on (03) 9032 1725 or email: [vcal.vcaa@edumail.vic.gov.au](mailto:vcal.vcaa@edumail.vic.gov.au).

## Vocational Education and Training

See also [Administrative Advice](#), [Professional Development](#) and [Bulletin Board](#)

### Recording Assessing Schools on VASS

From 2017 scored VCE VET programs will be statistically moderated by the assessing group as opposed to the RTO. This assessing group may be the home school, another school / training provider through a cluster or the RTO. Schools enrolling students will be required to select an additional item (assessing group) when enrolling VET students undertaking scored assessment. This process is available for all certificate enrolments on VASS.

Where a school has no enrolments and is the assessing school they must select the certificate on VASS. This will enable all schools sending students to that school for VET training to select the correct assessing school on VASS.

### Construction Induction Card

There has been an update to the accredited unit of competency delivered as part of the Construction Induction (CI) card. This training is a unit of competency (UoC) of general workplace health and safety (WHS) induction for the construction industry and is accredited under the Australian Qualifications Framework.

The CI card is issued to people following completion of the *CPCCWHS1001 Prepare to work safely in the construction industry* UoC who are engaged in a work environment on building and construction sites either through Structured Workplace Learning, apprenticeships or employment.

This requirement does not extend to the training environment and it will not impact on how training is delivered or assessed.

Training providers who are now delivering the updated CPCCWHS1001 UoC should note that this is still listed for enrolment in VASS as CPCCOHS1001A.

### Structured Workplace Learning (SWL) recognition project, 2017 Pilot

Schools that registered their interest to participate in the SWL Pilot 2017 have been confirmed and further information will be provided to them early in Term 2.

If there are any additional schools wishing to participate they should complete the following [SWL Project 2017 survey](#).

### Industry Pathways

Schools with students undertaking an Industry Pathways program in Building & Construction, Engineering & Manufacturing, Health & Community Services or Sport & Recreation are required to advise the VET Unit of this intention, email: [vet.vcaa@edumail.vic.gov.au](mailto:vet.vcaa@edumail.vic.gov.au). More information is located on the [Industry Pathways](#) webpage.

### Reforms to strengthen VET for government school students

Following a review of VET in schools, a number of reforms will aim to change the way these programs are provided to government school students.

These reforms aim to:

- improve the funding model for sourcing VET
- drive the quality and appropriateness of programs
- strengthen school-industry engagement
- build the capacity of the school community and VET providers.

On behalf of the Department, advisory firm Grant Thornton Australia will conduct a feasibility study to:

- inform an improved funding model for the provision of VET programs in government secondary schools
- examine the possibility of the TAFE network becoming the primary provider of VET programs to government school students, and determine where exceptions would be required
- consult with schools and stakeholders, including focus groups within each region.

Principals, VET Coordinators and any other interested staff are encouraged to complete the online survey at: [Grant Thornton Australia – VET feasibility study](#)

If you would like to express your interest in attending a focus group session, see: [Grant Thornton Australia – VET feasibility study focus group sessions](#). The survey will close on Friday 12 May.

### VCE VET Transition Advice for 2017

Schools are reminded that the [VCE VET Transition Advice document](#) provides detailed advice for all VCE VET programs where changes have been made which have resulted in specific actions to be undertaken for students transitioning from year 1 of the program to a second or subsequent year.

### March VCE VET Scored Assessment Workshops 2017

Presentation material from the March 2017 Scored Assessment Workshops is now available on the [VCAA website](#).

### 2017 School-based Assessment Audit

Notification of the studies selected for the 2017 School-based Assessment Audit was delivered to all VCE providers on Monday 27 February. The first stage of the Audit involved the completion of a study specific online questionnaire detailing the planned approach to assessment in Unit 3. Responses were due by Monday 20 March. Outcomes of the Unit 3 School-based Assessment Audit will be delivered to schools through VASS by close of business on Friday 5 May 2017.

The following screen in VASS currently contains the list of studies being audited in Unit 3 at your VCE provider: School Program - VCE - School-based Assessment Audit - show Unit 3 only. If a response to the audit has not been received this will be identifiable via School-based Assessment Audit screen on VASS and contact should be made immediately with Merry Young or Julia Quagliani.

Further information on the School-based Assessment Audit can be found on the [VCE General Advice and Policy page](#) of the VCAA website or by contacting Merry Young or Julia Quagliani on (03) 9032 1735 or email: [school.assessment.vcaa@edumail.vic.gov.au](mailto:school.assessment.vcaa@edumail.vic.gov.au).

### Changes to VCAA fees and charges for 2017

VASS administrators and VCE and VCAL coordinators are advised that VCAA fees and charges have increased from Tuesday 18 April 2017.

The new approved fees and charges have been published in the Summary Schedule of Fees and Charges on the VCAA website. VCE and VCAL coordinators should advise relevant staff of the changes.

All VCAA forms relating to a service for which a fee applies have been updated stating the new approved fees and charges. Any form that relates to a service for which a fee applies, and is submitted to the VCAA, must be accompanied by the new approved 2017 fee for that service.

From the week beginning Tuesday 18 April, VASS administrators and VCE and VCAL coordinators are asked to print and disseminate the updated VASS-based forms to relevant staff, campuses and external organisations delivering to students enrolled at their school, and destroy all copies of 2016 forms that include superseded fees and charges.

For more information, see the [Summary Schedule of Fees and Charges](#) webpage.

### Home Economics Victoria – Food Studies

Home Economics Victoria (HEV) is offering a full day of professional learning on Friday 5 May 2017 for teachers of VCE Food Studies, focusing on Units 2 and 4. The day will include sessions on School-based Assessment Tasks, practical activities including records, content-specific sessions on key areas and end-of-year examination preparation. Presenters will include VCAA representatives and classroom-based teachers. Contact Home Economics Victoria on (03) 9642 1061 or email [office@hev.com.au](mailto:office@hev.com.au) for more details. To register, see the [HEV website](#).

### Unit 3 VCE Food Studies webinar

The VCAA is holding a webinar for teachers of VCE Food Studies on Tuesday 16 May from 3.45–4.45pm. Leanne Compton, Curriculum Manager, Design and Technologies and Christine Wintle, State Reviewer for VCE Food Studies, will present a session on the scope, rationale and aims of the study along with outcome statements, key knowledge and key skills and assessment task requirements for Unit 3. [Register online](#) for the Unit 3 webinar.

### Workshops and webinars for teachers of VET for Secondary School

The Department of Education and Training is offering limited funded places for Victorian VET for Secondary School teachers to attend VET Development Centre (VDC) Professional Development workshops and webinars. To be eligible to access this professional development you must be employed as a VET for Secondary School Students teacher and register using the Discount Code, which can be obtained by contacting Maria Romanin on (03) 9250 6008 or email: [mromanin@vdc.edu.au](mailto:mromanin@vdc.edu.au). For further information see the [VDC website](#).

### Early Childhood Scholarships

Scholarships are available through the Early Childhood Qualifications Fund to support early childhood professionals to develop their skills. Applications close Friday 28 April 2017.

Early childhood professionals currently working in a licensed Victorian children's service and staff employed in a supported playgroup, who wish to attain an approved early childhood teaching qualification, are encouraged to apply. Scholarships are also available for primary school teachers and individuals who speak both English and an identified language to attain an early childhood teaching qualification.

The conditions and support provided in the scholarships vary depending on the qualification you would like to undertake. As part of the scholarship, successful applicants will be required to work for a minimum period of time in a licensed children's service in Victoria after completing their qualification.

For more information about the scholarships and how to apply, visit the [Department of Education and Training website](#).

### Duke of Edinburgh Award Victoria professional development

The Duke of Edinburgh Award Victoria have partnered with the Victorian Government's Advance program to present a series of professional development workshops for teachers and education leaders across metro and regional Victoria. The workshop will explore components of student engagement, motivation blockages and cover Australian Professional Standards for teachers and curriculum links. The sessions will provide practical and easy to implement solutions and access to an online forum of influential educators. Further details are available on the [Duke of Edinburgh Award](#) website.

### 2017 Victorian Early Years Awards: Nominations Open Now

Do you know an outstanding early childhood teacher? Are you one yourself? Is your organisation or one you know involved in an exciting initiative? If so, nominate now for the 2017 Victorian Early Years Awards. The awards celebrate leadership, outstanding achievement, exceptional dedication and innovation in improving outcomes for children aged 0–8 and their families.

There are five categories for this year's Awards:

- Improving access and participation in early learning
- Supporting parents to build their capacity and confidence
- Creating collaborative community partnerships
- Promoting children's health and wellbeing
- Early childhood teacher of the year.

Category winners will receive between \$10,000 and \$15,000 in prize money at an awards ceremony to be held on Tuesday 24 October 2017 at the National Gallery of Victoria.

To nominate an early childhood service, organisation or early childhood teacher, see information about the [2017 Victorian Early Years Awards](#) on the DET website. Nominations close 5pm, Monday 15 May.

For further information please contact the Victorian Early Years Awards team at DET: (03) 8392 5064 or email: [early.years.awards@edumail.vic.gov.au](mailto:early.years.awards@edumail.vic.gov.au).



### VCE and Careers Expo

The 2017 VCE and Careers Expo will be held from 4–7 May at Caulfield Racecourse. Celebrating its 25th year, this year's Expo will feature 171 exhibitors and 156 seminars. Students will learn from and participate in discussions on how to choose VCE subjects, prepare for exams, and plan pathways to careers via tertiary or alternative means.

The VCAA will be in attendance at the expo providing resources including 2016 exams. VCAA staff will also be available to give students, parents and teachers advice on the VCE, VET and VCAL. This is a great opportunity for students to ask questions and gain information about senior secondary study.

For more information please visit the [VCE and Careers Expo website](#), or email: [vcaa@edumail.vic.gov.au](mailto:vcaa@edumail.vic.gov.au).

### The Charles Dickens Prize

Entries for The Charles Dickens Prize for 2017 is now open until 18 August. The Prize was made possible by the bequest of a past member, Mr Ormond Butler, with the competition offered to Victorian secondary students aged 15–17 years. Entrants can submit either a creative writing piece or an essay. The Melbourne Dickens Fellowship sponsor the prize to foster a love of Dickens' literature among young people. Further details are available on the [Melbourne Dickens Fellowship](#) website.

### Parliament of Victoria Survey for teachers

The Parliament of Victoria is currently conducting a [teacher survey](#) on parliamentary education programs and resources. Further details about the survey are available on the [Parliament of Victoria](#) website.