

# VCAA Bulletin

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

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What's inside this edition

Excellence & Awards

Early Years

F–10

VCE

VCAL

VET

Administrative Advice

Professional Development

Bulletin Board

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## VCAL Awards celebrate hands-on student achievement

Many of Victoria's best and brightest students were recognised at the VCAL 2016 Achievement Awards that took place at the Deakin Edge, Federation Square, on Friday 26 May 2017.

Parliamentary Secretary for Education Ms Judith Graley MP commended the award winners for their enthusiasm, commitment and diligence, and for the great example they provide for others. The winners included:

- Seth Denny of Lilydale Heights College who won both the Senior Work-Related Skills Award and the School-based Apprentice/Trainee Award for his leadership in initiating a project to grow vegetables and herbs at the College, and for his work as a school-based apprentice.
- Chelsea Chatfield of Stawell Secondary College who received the Koori Student Achievement Award for her commitment and vision in planning and implementing a range of projects aimed at Closing the Gap for Indigenous Education.
- Brenton Cutler of Education Centre Gippsland College who won the Senior Outstanding Achievement Award for his leadership role in the classroom, organising a visiting program at an aged-care facility and achieving the Bronze level Duke of Edinburgh's International Award.

Teachers were also recognised, with Narelle Bean of Manor Lakes P–12 College taking out the VCAL Teacher of the Year Award for developing and delivering initiatives aimed at equipping students with essential workplace skills. Narre Warren South P–12 College received the VCAL Chair's Award for its exemplary VCAL program and its tireless work to ensure that students are given every chance to make successful pathways into work or further education and training.

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The VCAA does not endorse the products or services of any external organisation's articles published in the VCAA Bulletin.

Editor: Beverley Eikli Designer: Robyn Scott

Editorial and subscription enquiries phone (03) 9032 1634, email [vcaa.bulletin@edumail.vic.gov.au](mailto:vcaa.bulletin@edumail.vic.gov.au).

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VCAL is a hands-on senior secondary certificate of education that provides students with practical work-related experience, and develops literacy, numeracy, and personal skills. The certificate is a pathway to many careers and educational opportunities. VCAL students have gone on to start small businesses, change careers or pursue further study at a TAFE or university.

Between its introduction in 2002 and 2016, VCAL enrolments increased from 545 to 23,436 with 448 providers, including schools, TAFE institutes and adult and community education centres.

The VCAA congratulates all of the VCAL 2016 Achievement Award winners.



Parliamentary Secretary for Education Ms Judith Graley MP and VCAL Unit manager Adam Whitbread congratulate award recipient Katelyn Grande

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## Please give us your feedback!

The VCAA is surveying its stakeholders to find out how it can improve its information provision and communications. If you're an education professional, a senior secondary student or the parent of a school student you can give us valuable assistance by clicking on the relevant link below and completing our survey.

The survey only takes around 5 to 8 minutes to complete.

- [Education professional survey](#)
- [Student and parent survey](#)

### Plain English Speaking Award

#### Victorian PESA winner triumphs at the world's largest public speaking contest

Luke Macaronas was announced the winner of the 2017 International Public Speaking Competition (IPSC) in London on Friday 12 May 2017.

Luke secured his place at the IPSC by first taking out the Victorian and then the Australian Plain English Speaking Award (PESA) in 2016. The IPSC, run by the English Speaking Union (ESU), is the world's largest public speaking competition. Over 50,000 teenage students from 48 countries contested heats over the last 12 months for the chance to compete on the international stage in London.

Luke's IPSC speech 'The Inconvenient Truth' explored the use of drone warfare as a way to carry out war without ever having to declare it. Drones are used 'as a form of counterterrorism, but because there's no way to see a terrorist from 30,000 feet, this often results in the deaths of innocent people,' Luke says. 'My speech explores the terror imposed on those living beneath drones, and also those who operate drones, and calls on you to demand change.'

In 2016 it was Luke's speech on locker-room culture that led him to win the Victorian and National PESA competition. He credits a willingness to be absolutely open with an audience as key to achieving success in public speaking. 'There is an incredible vulnerability in standing up and sharing your personal ideas and dreams with an audience,' he says. 'The best speeches are those that put your heart on the line. Make yourself vulnerable to an audience and they will come with you wherever you lead them.'

For students about to enter the 2017 PESA semifinals, Luke has some sage advice on preparing to speak in public. 'Allow other people to hear your speech, especially people who would disagree with you,' he says. 'You have to convince someone else of your idea. Be yourself when you speak. Don't hide behind your manner, or your cue cards, let the audience truly see you.'

Of PESA, Luke says it is 'more than public speaking – it is an opportunity for you to tear down walls, rebuild worlds and find your own story.' The competition celebrates the perspectives of students aged 15–18 by allowing them to delve into issues they are passionate about with no restriction on the topic in a six minute prepared speech. It is a unique opportunity for self-expression, and for students to develop their research and critical thinking skills. Sponsored by the Australia Britain Society, this year PESA will celebrate the 40th anniversary of the national competition with the national final taking place in Melbourne in August.

School groups are encouraged to attend the semi-finals, as well as the state and national finals. The full list of dates can be found on the [PESA](#) webpage. To register your interest, please contact the Student Events team, email: [vcaa.events@edumail.vic.gov.au](mailto:vcaa.events@edumail.vic.gov.au).



Winner of the 2017 International Public Speaking Competition (IPSC) Luke Macaronas with PESA judge and well-known UK barrister and News broadcaster Sophia Cannon (Pic: English Speaking Union, Gigi Giannella 2017)

### VCE Leadership Awards

#### Applications now open

Applications for the 2017 VCE Leadership Awards are now open to all current VCE students from government, independent and Catholic schools. Mature-age students, overseas VCE students, and students engaged in community and social justice activities beyond the school environment are encouraged to apply.

The Awards recognise the efforts of VCE students in promoting leadership and participation in their school and local community. Previous winners were active in their communities through supporting LGBTQI rights, working with refugees, volunteering to help the elderly and disabled, coaching sports and organising charity events.

The selection panel will be looking for activities that are self-generated or demonstrate ways in which students have shown leadership, compassion and initiative to make a difference outside established organisations. At the end of the year the winners will be presented with a trophy and computer prize at the Victorian Senior Secondary Leadership Awards, which also include the [Lynne Kosky Memorial VCAL Scholarships](#). Each award recipient will also be featured in an article in the Herald Sun. The VCE Leader of the Year will be announced at the ceremony.

Applications close Friday 11 August 2017. For more information, including how to apply and profiles of past winners, visit the [VCE Leadership Awards](#) webpage.

### VCE Season of Excellence

#### Season students weave their magic on the Top Acts stage

The VCAA was delighted to have the Hon. Gavin Jennings MLC Special Minister of State open this year's Top Acts concert at the prestigious Melbourne Recital Centre on Friday 12 May. Minister Jennings congratulated students on their achievements, and reflected on the importance of the arts for self-expression and sharing people's stories within our communities.

Top Acts was the final event in the 2017 VCE Season of Excellence. This stunning showcase of VCE performing arts students was curated from the performances held during the Top Class concerts across February and March. Captivating original music compositions, choreographed dance, and dramatic monologues entertained and delighted audiences throughout the special evening.

For the first time at a Season concert, imagery from Top Arts and Top Designs entries featured on stage behind student performers. The imagery blended with the stories being told in each performance.

Excerpts from Top Screen video *Monday* by Shanon McKenzie (Mentone Girls' Secondary College) was also used throughout the concert. Artistic Director Dan Mitchell inserted the video segments between student performances to weave the items into a single narrative across the evening. The result was a unification of the diverse body of work from across all the Season events in one amazing concert.

A highlight of the showcase was the impressive duel between drummer Jasper Bruten and tap dancer Kade Hughes. Jasper, from St Leonard's College and Kade, from Overnewton Anglican Community College, performed this interlude between student performances, delighting audiences with their talents. 'Top Acts 2017 was possibly one of the most exciting performances I've been a part of. Being able to display my hard work and efforts in such an encouraging environment of people was very rewarding and something I won't forget,' Kade said. He hopes to pursue his love of dance through a career in musical theatre after he completes his VCE studies.



Jasper Bruten



Kade Hughes

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For Kevin Jian of Melbourne High School, Top Acts represented an opportunity to further his development as a performer. 'The whole experience gave me more confidence on stage and allowed me to make friends with fellow performers. I am extremely grateful,' he said. Kevin mesmerised audiences with his impressive piano skill playing *Scherzo in A minor* from *Ten Pieces, Op. 12 No. 10* by Sergei Prokofiev. Kevin looked completely relaxed as he took to the stage and deftly played the technically demanding and daunting composition. Currently completing Year 12, Kevin hopes to go on to study science or music at university.

Isabelle Greenwood of the Victorian College of the Arts Secondary School wowed audiences with her contemporary dance solo, demonstrating the expertise and precise body control she developed over many years of training. 'I always love performing as it gets me on this incredible high and makes me realise how much I love what I do. To be a part of Top Acts 2017 was an incredible honour,' she said. In August Isabelle will be moving to Germany to take up a full time position at The School of Hamburg Ballet. Isabelle will take with her the memories of seeing the other students perform on stage. 'I was able to observe other students' incredible and diverse talents in other aspects of art, which was an unforgettable thing. They were the most humble and passionate group of students I have ever worked alongside. It was lovely for us all to come together and share all of our hard work in this wonderful program.'

Flynn Smeaton of St Michael's Grammar school presented a classic character when he took to the stage as Titania, Queen of the Fairies from Shakespeare's *A Midsummer Night's Dream*. Flynn was regal and commanding in his portrayal of Titania, bringing to life her argument with Oberon, the Fairy King. Of Top Acts, Flynn said 'I felt incredibly supported by the wonderful team who put the show together. The highlight for me was having the opportunity to meet the rest of the incredible cast. It was such a thrill to see those breathtaking performances in music, dance and drama and know that I've made some friends for the future.' Flynn is currently studying for a Bachelor of Arts at the University of Melbourne.



Flynn Smeaton.

Top Acts was the final event in the [2017 VCE Season of Excellence](#). Before the 2017 Season comes to a close, teachers and students can visit [Top Designs](#) at Melbourne Museum and [Top Arts](#) at The Ian Potter Centre: NGV Australia until Sunday 16 July 2017.

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

### Video of Wellbeing Twilight Seminar available

There was an overwhelmingly positive response to the most recent Early Years Twilight Seminar on wellbeing. Around 120 early childhood professionals participated in the seminar at the Bastow Institute or one of 11 regional sites.

The seminar featured Louise Marbina (Manager, Educational Play Therapy and Music Therapy, Royal Children's Hospital) and Julianne Wilson (Primary School Teacher and VCAA Early Years Literacy Specialist Teacher) in a discussion about the importance of wellbeing for children's learning. The seminar also helped promote the [Wellbeing Literature Review and Practice Guide](#), available on the VCAA website.

A recording of the seminar has been published on the [Early Years professional learning webpages](#).

### Early Years Transitions: Support for Children and Families at Risk of Experiencing Vulnerability

The Department of Education and Training (DET) has released two new reports: a Rapid Literature Review, undertaken by ACER and the Brotherhood of St Laurence, and a Practice Review by Deakin University on *Early Years Transitions: Support for Children and Families at Risk of Experiencing Vulnerability*.

The Rapid Literature Review highlights Australian and international evidence-based practices for supporting children and families experiencing vulnerability in early years transitions.

The Practice Review builds upon the Rapid Literature Review to identify promising practices, strategies and gaps across Victoria. A statewide survey was conducted receiving 309 responses from early childhood education and care professionals, school principals and teachers and education policy and program staff.

The reports aim to assist professionals from early childhood education and care settings and schools to learn from what works in terms of building strong partnerships with families and professionals, and to provide the knowledge, skills and attitudes required to effectively support children and families experiencing vulnerability in their transitions to school. The reports can be accessed via the [DET website](#).

### Transition to School project at Deakin University

DET and Deakin University are offering a free professional learning opportunity for early childhood education and care services, primary schools, outside hours care services, teachers and other transition professionals to build connections, share good practice and learn about the new Transition to School resources. Full details are available on the [Deakin University Transition to School Project website](#).

See also [Bulletin Board](#)

### Curriculum

#### Specialist Teachers 2017–2018

##### Call for Applications

Teachers in government, independent and Catholic schools are strongly encouraged to apply for Specialist Teacher roles with the VCAA.

##### Position Details

Specialist Teachers work under the VCAA's direction to provide statewide support for teachers in their nominated area. They are practising school-based teachers/school leaders who will have a 0.5 FTE (Fulltime Equivalent) VCAA load and a 0.5 FTE teaching/school administration load. Specialist Teachers continue to be based at their home schools.

The Specialist Teacher role commences in Term 3 2017 and concludes at the end of Term 2 2018.

##### Applications are sought for five priority areas

Applications are now sought from teachers/school leaders in government, independent and Catholic schools who are interested in undertaking a Specialist Teacher role in one of the following five areas:

- Critical Thinking
- Digital Coding
- Health Education and personal and social capability, including respectful relationships
- Literacy in the Early Years
- STEM

##### Further Information

See the [VCAA website](#) for further information and application forms. Closing date: Wednesday 19 July 2017.

#### New resources to support Ethical Capability and Respectful relationships

The VCAA has released new resources to support teachers to deliver the Ethical Capability curriculum and the Respectful relationships component of the Health and Physical Education curriculum.

For the new Ethical Capability resources, see [Teaching resources](#).

New resources for Respectful relationships are found under [Health and Physical Education resources](#).

#### Online professional learning opportunities for Term 3

A full schedule of online professional learning sessions to support the implementation of the Victorian Curriculum F–10 will be available by the end of June. Details will be advertised through next month's *VCAA Bulletin*, on the Victorian Curriculum F–10 [professional learning](#) webpage and directly to subscribers via the F–10 curriculum updates service. You can [subscribe to the F–10 curriculum service](#) online.

## NAPLAN

### Thank you

The VCAA thanks schools for their cooperation and assistance with the administration of the National Assessment Program – Literacy and Numeracy Program (NAPLAN) 2017.

### Security measures and audit visits to schools during NAPLAN

During the test period, a number of VCAA-appointed test observers attended test sessions in schools across the state.

Schools were notified prior to the visits taking place. The main focus of these visits was to:

- observe the conduct and administration of the tests
- check security arrangements for the test materials at the school
- review relevant documentation, such as the Security Log
- receive feedback from schools about NAPLAN.

The VCAA takes this opportunity to thank those principals who kindly welcomed VCAA test observers into their schools to monitor the testing conditions and administrative procedures for the NAPLAN 2017.

The VCAA reminds schools to ensure that all Exemption and Withdrawal forms are signed by parents. The forms must be kept at the school for at least 12 months and made available to the VCAA upon request.

### NAPLAN Helpdesk

The VCAA operates a Helpdesk service to assist principals and NAPLAN coordinators with queries about NAPLAN. Contact details are:

Freecall: 1800 648 637

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

## Marking the NAPLAN Writing Test

Training for the marking of the NAPLAN 2017 Writing Test for Years 3, 5, 7 and 9 has been successfully completed, and marking of the tests is now well underway.

To ensure consistency of marking, the content and format of marker training was the same across Australia. The VCAA delivered the training to all markers in Victoria.

This year students were asked to complete a persuasive writing task. As in past years, the genre for the Writing Test was not made known to students, teachers or markers prior to the test. The writing topic for Years 3 and 5 was again different from that for Years 7 and 9. This decision was taken in 2015 to ensure maximum engagement and fairness for all students.

The criteria used to mark the Writing Tests were developed and agreed to at a national level. The ten criteria assessed and range of score points for each criterion is shown in the table below.

| Criteria  | Score points |
|---|--------------|
| <b>1. Audience</b> – the writer’s capacity to orient, engage and persuade the reader.   | 0–6          |
| <b>2. Text structure</b> – the organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.                            | 0–4          |
| <b>3. Ideas</b> – the creation, selection and crafting of ideas for a narrative.  | 0–5          |
| <b>4. Persuasive devices</b> – the use of a range of persuasive devices to enhance the writer’s position and persuade the reader.   | 0–4          |
| <b>5. Vocabulary</b> – the range and precision of language choices.   | 0–5          |
| <b>6. Cohesion</b> – the control of multiple threads and relationships across the whole text, achieved through the use of referring words, substitutions, word associations and text connectives. | 0–4          |
| <b>7. Paragraphing</b> – the segmenting of text into paragraphs that assists the reader to negotiate the narrative.   | 0–3          |
| <b>8. Sentence structure</b> – the production of grammatically correct, structurally sound and meaningful sentences.  | 0–6          |
| <b>9. Punctuation</b> – the use of correct and appropriate punctuation to aid the reading of the text.  | 0–5          |
| <b>10. Spelling</b> – the accuracy of spelling and the difficulty of the words used.  | 0–6          |

See also [Bulletin Board](#)

## Curriculum

### Advice for Teachers: VCE Sociology and Mathematics studies

Advice for Teachers for VCE Sociology and the suite of VCE Mathematics studies (Foundation Mathematics, Further Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics) are now available in the new VCAA digital format on the relevant VCE study pages. For revised and new studies, Advice for Teachers combines the two previous advisory documents (Assessment Handbook and Advice for Teachers) into a single publication. Advice for Teachers provides schools with a single source of advice for learning and teaching activities, and assessment.

### Consultation open for proposed study designs: VCE Industry and Enterprise and Systems Engineering

The consultation period for the proposed study designs for VCE Industry and Enterprise, and Systems Engineering is now open and will conclude on Friday 30 June 2017.

Stakeholder feedback is an important part of the review and accreditation process for VCE studies. Interested teachers and other stakeholders can review the consultation documents (including the draft study design and summary of proposed changes) and respond to the online questionnaires, which are available on the relevant study pages.

For enquiries about the consultation process, contact VCE Curriculum Unit, email: [vcaa.vce.pd@edumail.vic.gov.au](mailto:vcaa.vce.pd@edumail.vic.gov.au).

### VCE Implementation webinars

Webinars for the following VCE studies: Media, Sociology and Visual Communication Design will be offered over June, July and August 2017. Details and registrations are available from the [Media](#), [Sociology](#) and [Visual Communication Design](#) study pages.

### VCE Algorithmics (HESS) in 2018 information session

Schools/providers who are considering offering VCE Algorithmics Higher Education Scored Study (HESS) in 2018 are invited to attend a VCAA information session on Wednesday 19 July from 9.30am to 12.00pm. Full details of the session will be sent directly to registrants. Please [register your interest](#) by Monday 10 July 2017.

VCE Algorithmics (HESS) was introduced in 2015 at a small number of schools in Victoria. This study was developed by the VCAA in collaboration with Monash University and the University of Melbourne, and is a scored VCE study.

This Unit 3 and 4 study is pitched at a demanding cognitive level and focuses on a new approach to solving real-world problems using algorithmics techniques.

It is designed for students with a strong mathematics and science background and can be taken concurrently with VCE Computing: Software Development. For more details refer to the current study design on the [VCE Algorithmics \(HESS\)](#) study page.

For further details, contact Phil Feain on (03) 9032 1724 or [feain.philip.a@edumail.vic.gov.au](mailto:feain.philip.a@edumail.vic.gov.au).

## VCE Health and Human Development

### Clarification regarding Human Development Index

The following clarification has been provided in response to changes to the Human Development Index (HDI), which relates to VCE Health and Human Development Unit 4 Area of Study 1:

#### Key knowledge

- definitions of sustainability (including elements of appropriateness, affordability, equity) and human development (including the HDI) according to the UN

#### Key skill

- define human development and sustainability concepts

The United Nations Development Programme (UNDP) has changed the names of HDI dimensions. The UNDP now identifies the three HDI dimensions as described in the table below. It should be noted that there are no changes to the HDI indicators.

|                             | Dimensions                       | Indicators                  |
|-----------------------------|----------------------------------|-----------------------------|
| Human Development Index     | Long and healthy life            | Life expectancy at birth    |
|                             | Knowledge                        | Mean years of schooling     |
|                             |                                  | Expected years of schooling |
| A decent standard of living | Gross national income per capita |                             |

For assessment purposes, the VCAA will accept either the old or new dimensions of the HDI for 2017.

More information about the HDI can be accessed from the [Human Development Index webpage](#).

### Clarification regarding WHO Priorities

The following clarification has been provided in response to a change in the World Health Organization (WHO) priorities, which relates to VCE Health and Human Development Unit 4 Area of Study 2:

#### Key knowledge

- the agenda of the WHO in promoting global health and sustainable human development

#### Key skill

- describe the role of international and Australian Government and non-government agencies and organisations in promoting global health and sustainable human development

The WHO list a number of priorities on their website which provide direction to the key issues which are of greatest importance to the WHO. The WHO has recently made changes to one of its priorities. The priority Health-related Sustainable Development Goals now replaces Health-related Millennium Development Goals.

For assessment purposes, the VCAA will accept either the old or new WHO priorities for 2017.

More information about the WHO and the WHO priorities can be accessed from the [WHO website](#).

Enquiries about the *VCE Health and Human Development Study Design* can be directed to Nerida Matthews, Curriculum Manager, Health and Physical Education, VCAA on (03) 9032 1721.

## VCE Literature Units 1 and 2: 2016–2020, Units 3 and 4: 2017–2020 FAQs update

The frequently asked questions (FAQ) document for VCE Literature Units 1 and 2: 2016–2020, Units 3 and 4: 2017–2020 has been updated to incorporate additional information with regard to literary perspectives and how these should be incorporated into school-based assessment tasks. Please refer to [Notice to Schools 54/2017](#).

### Assessment

#### Examination timetable available online

The [2017 VCE examination timetable](#) has been endorsed by the VCAA Board and is now available online. Please refer to [Notice to Schools 52/2017](#) for details.

#### Examination Centre Arrangements for 2017 VCE written examinations

VCE providers with students enrolled in one or more VCE or scored VCE VET Unit 3 and 4 sequence must meet VCAA requirements for managing the conduct and administration of VCE examinations as outlined in the *2017 Agreement to conduct and administer VCE external assessments*. Please refer to [Notice to Schools 56/2017](#).

## Victorian Certificate of Applied Learning

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

#### Extended accreditation for VCAL strands

The Victorian Registration and Qualifications Authority (VRQA) has extended the accreditation period for the following VCAL strands and units until Monday 31 December 2018:

- Literacy and Numeracy Skills
- Skills for Further Study – Senior
- Personal Development Skills

Please refer to [Notice to Schools 50/2017](#) for further details.

## Vocational Education and Training

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

#### Review of Block Credit Recognition

The Block Credit Recognition policy for VET into the VCE has changed very little since its introduction. Recent reforms to the VET sector have made the calculation of Block Credit under the current policy more difficult as the requirement to identify the AQF level of the unit of competency is not mandated under the revised Standards for Training Packages.

Practices adopted by some RTOs have led to the volume and level of credit available in some qualifications differing from that which is available to students undertaking the approved VCE VET program in the same or a related industry.

The VCAA will be undertaking a review of the Block Credit Recognition policy over the remainder of 2017. The first step in the process is to gather information from teachers and coordinators or managers of VET in schools and RTOs. If it is determined that reforms are required these will be communicated to schools and RTOs in 2018 for implementation from 2019.

To start the data collection process we would ask interested teachers, coordinators or managers of VET to [complete a brief survey](#) by Friday 30 June.

### VCE VET Automotive resources

The Victorian Automobile Chamber of Commerce (VACC) has developed new assessment resources for the AUR20716 – Certificate II in Automotive Vocational Preparation. The resources have been developed in conjunction with industry and automotive trainers and assessors.

**The industry endorsed resources aim to:**

- better engage students in more work-like training and the automotive industry
- attract more students to the qualification (and ultimately to work in the industry)
- increase completion rates and numbers of students who transition to Certificate III automotive apprenticeship programs
- consistently assess learners across Victoria who are undertaking units of competency from the AUR Training Package.

**The VACC will provide:**

- industry-validated assessment materials
- ongoing improvement of the assessment materials. Stakeholders will be invited to contribute to the validation of new assessment materials.

**Included with each unit's assessment materials, will be:**

- Recommended Unit Delivery Plans (assessor and learner version)
- assessment materials (assessor and learner version)
- mapping documentation to each unit of competency
- access to VACC Tech online at a heavily discounted rate.

#### What do the resources look like?

The finished assessment material is attractively and professionally packaged into folders with each unit separated by coloured dividers.

For enquiries relating to the resources please contact Chris Whyte at the VACC: [cwhyte@vacc.com.au](mailto:cwhyte@vacc.com.au)

### VCE VET Building and Construction

The current 22216VIC Certificate II in Building and Construction qualification will expire at the end of 2017. The replacement qualification is currently being reviewed by a project steering committee prior to submission to the VRQA for accreditation. The new VCE VET Building and Construction program will not be available until this process is completed and the VCAA Board approves it for implementation. Any draft copies of the qualification that may have been seen by teachers cannot be regarded as final and teachers will need to refer to future editions of the *VCAA Bulletin* or Notices to Schools for advice.

### VCE VET Engineering Studies

The current 22209VIC Certificate II in Engineering Studies is scheduled to expire at the end of 2017. A project steering committee has been convened by the Curriculum Maintenance Manager (CMM) to redevelop the course. Further advice will be provided in the next edition of the *VCAA Bulletin*.

### Update on Structured Workplace Learning recognition project pilot

The VCAA conducted workshops with 29 schools involved in the Structured Workplace Learning (SWL) pilot, which focused on collecting feedback and sharing information on the three stages of SWL; pre-placement activities, workplace learning and post placement reflection.

The next phase of the pilot will involve consultation with employers and students to further develop guidelines, resources and reporting requirements.

For further information about the SWL pilot please contact the VCAA VET Unit on (03) 90321737.

### VCAL Certification at Mid-Year

Students who have completed the requirements for a VCAL by Friday 23 June can receive a Certificate and Statement of Results in mid-July. Students who complete a VCAL certificate midyear will not be eligible to complete the VCE in the same calendar year.

#### Actions required

Schools should follow the procedure below to identify eligible students for VCAL certification at midyear. Please disregard if students are not completing until the end of year.

1. Enter available unit results including available VET units of competence on VASS no later than Friday 23 June:
  - VCE unit results are entered from Results Admin/VCE Results Entry/Unit
  - VCAL unit results are entered from Results Admin/VCAL Results Entry/Unit
  - VET Units of Competence/Modules are entered from Results Admin/VET in Schools Results Entry/Unit of Competence.
2. Run the VASS 'Mid-Year Reporting' function (Results Admin/VCAL Reports/Mid-Year Reporting) no later than Friday 23 June and check that all students that you expect to satisfy at midyear have a status of 'Pending'. Only those students listed as 'Pending' will receive a Certificate and a Statement of Results in July. If there are students not on the list whom you expect to satisfy at midyear then check their entered results and amend where necessary. The VASS 'Mid-Year Reporting' function may be run as many times as necessary.
3. Once the report accurately lists the students the principal believes are eligible for certification, the report should be printed, endorsed and filed at the school. The VCAA may require submission of this document at a later time.

Important note: **The VASS 'Mid-Year Reporting' function is not available after Friday 23 June.**

Schools only need to run the report if they are expecting students to satisfy at mid-year.

Schools will receive all VCAL Certificates and Statement of Results by registered post in the first week of Term 3. These may be distributed to students at any time.

Students who receive a VCAL Certificate at Mid-Year will not receive another certificate (at the same level) in December. They may receive an updated Statement of Results, or a VCAL certificate at a higher level where students have qualified.

Enquiries about VCAL Certification at mid-year should be directed to the VCAA Student Records and Results Unit on (03) 9032 1741 or email [student.records@edumail.vic.gov.au](mailto:student.records@edumail.vic.gov.au).

## Professional Development

### Professional Development for all teachers delivering VET Automotive

The Victorian Automobile Chamber of Commerce (VACC) invites all automotive teachers to attend their quarterly meetings at the VACC, 464 St Kilda Road, Melbourne, or selected Trade Training Centres.

These meetings are attended by automotive trainers and assessors and provide excellent industry relevant PD. There is no cost for attendees. For more information visit [autoapprenticeships.com.au](http://autoapprenticeships.com.au) or email [cwhyte@vacc.com.au](mailto:cwhyte@vacc.com.au).

### Professional Development for VET teachers in government schools

Are you interested in enhancing your vocational knowledge and skills and strengthening engagement with industry? VET teachers in Victorian government schools have an opportunity to undertake a 10-day Industry Immersion, including a work placement, designed to enhance the currency of their industry skills and knowledge.

Schools will receive CRT for teacher release and reimbursement is available for appropriate expenses, such as accommodation and travel. For more information visit [Strengthening VET provision in government schools](#).

### DET professional learning calendar for early childhood professionals

Opportunities are available for early childhood professionals to develop their skills at each stage of their career. Full details about the Department's professional learning for 2017 are available on the [DET website](#).

## Bulletin Board

### Victorian Training Award nominations extended

It's not too late to nominate an outstanding school-based apprentice or trainee. The Awards generate pride and confidence in the training system and put Victoria's top achievers in the spotlight, so why not nominate today?

- Nominations for Small Employer of the Year Award have been extended until midnight, Friday 23 June.
- Nominations for remaining categories have been extended until midnight, Friday 30 June.

This year a nomination writer is available to help you finalise your nomination to an award-winning standard. The service is free to ensure everyone has an opportunity to participate.

Further information is available on the [Victorian Training Awards website](#). Contact the Victorian Training Awards Project team to put you in touch with a nomination writer at [victorian.training.awards@edumail.vic.gov.au](mailto:victorian.training.awards@edumail.vic.gov.au) or phone (03) 9907 6635.

### Music and Well Being Symposium

An exploration into the ways music connects people, forges individual and collective musical identities and contributes to personal and social wellbeing will be held at the Trinity Grammar School, Charles St, Kew on Saturday 5 August 2017 from 9.30am. 'Motivating students to learn music through applications of self-regulated learning and self-determination theory' is one of four diverse sessions being offered at the [Music and Well Being Symposium](#).

### Sydney Theatre Company: School Drama™

Teachers are invited to join Sydney Theatre Company for School Drama™: Transforming Literacy Teaching and Learning Through Drama, a series of five twilight professional learning workshops. The program is designed for teachers of students from Foundation to Year 8, and will be held in Terms 3 and 4.

School Drama™ demonstrates the power of using drama pedagogy with quality literature to improve English and literacy in young learners. The 15-hour series, led by Professor Robyn Ewing AM (Sydney University) and John Nicholas Saunders (Sydney Theatre Company), features practical approaches to developing learning programs based on the Victorian Curriculum Foundation–10. Visit the [Sydney Theatre Company website](#) for full details.