

VCAA Bulletin

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

No. 30 | July 2017 | ISSN 1448-2371

Farewell, John Firth

On Friday 14 July, the VCAA bid farewell to our CEO John Firth, who entered retirement after a long and memorable career in education. John started out as a teacher at Williamstown High School in 1974. But curriculum was calling his name, and in 1986 he started at the Victorian Curriculum and Assessment Board (VCAB). It was there that John was involved in one of the most significant revisions of the school curriculum in Victorian history – the development of the Victorian Certificate of Education (VCE).

John's dedication to providing Victorian students with world-class senior secondary pathways earned him the eventual appointment to General Manager Curriculum at the Board of Studies (BOS), which was established in 1993 to replace the VCAB. After BOS was replaced by the Victorian Curriculum and Assessment Authority (VCAA), John became Chief Executive Officer in 2005.

Since then, John has overseen many innovations that have kept Victoria at the forefront of curriculum and assessment development and says he is 'immensely proud and privileged to have led the VCAA for the past 12 years as CEO'.

During this time John has overseen the development and implementation of the Victorian Early Years Learning and Development Framework and its subsequent revision; the development and implementation of the Victorian Curriculum F–10; the continued development and growth in the senior secondary certificates VCE and VCAL, including VET as an integral component of both; the administration of NAPLAN in Victoria; the development of high quality classroom assessment tools through On-Demand and significant increases in the offering of the VCE internationally, especially in China.

John has worked tirelessly to form partnerships and collaborate across states and sectors, working closely with the Catholic Education Commission and Independent Schools Victoria, sister curriculum and assessment agencies around Australia and becoming a founding member of the Australian Curriculum, Assessment and Reporting Authority Board. This has meant over the past few years states have developed an increasing sense of collaboration to tackle common issues. He has also been closely involved with senior colleagues at the Department of Education and Training as a member of the Executive Board since 2010. Reflecting on this experience, he says 'I would particularly like to thank Gill Callister and her predecessor, Richard Bolt, for their support and leadership. I, and the VCAA, have benefited greatly from my participation in the broader governance of the Department.' For John, the work of the VCAA in leading



What's inside this
edition

Excellence &
Awards

Early Years

F–10

VCE

VET

Administrative
Advice

Professional
Development

Bulletin Board

For a full list of contents
see [page 2](#)

continued on [page 3](#)

Contents

Excellence & Awards

VCE Leadership Awards	
VCE Leader continues to show what young people can do	4
VCE Season of Excellence	
Top Screen 2017: People's Choice Awards announced	5
Season of Excellence survey reminder	5
VCAA Board Appreciation Awards 2017	6
<i>Focus On... Theatre Studies</i> films ready for viewing	7
Plain English Speaking Award	
Invitation to the 40th anniversary: National Final of the Plain English Speaking Award	8

Early Years

Twilight Seminar video recording: Teaching and learning mathematics	9
---------------------------------------------------------------------	---

Foundation–10

Curriculum	
New online assessment tools for F–10 Languages	9
Online professional learning sessions to support new VCAA F–10 Language Assessments: Register now	9
Victorian Curriculum F–10: Term 3 professional learning to support teachers	10
Assesment	
NAPLAN important dates for 2018	10
Reporting NAPLAN 2017 results	10
NAPLAN Data Service professional development workshops	10

Victorian Certificate of Education

Curriculum	
VCE Psychology study design amendments	11
Consultation register reminder	11
Consultation open for proposed study designs: VCE Classical Studies and Dance	11
2018 VCE Philosophy and Texts and Traditions text lists	12
2017 School-based Assessment Audit: Unit 4	12
Changes to the English requirement for satisfactory completion of the VCE from 2018	12

Victorian Certificate of Education

Assessment	
2018 VCE examination periods	13
VCE Auslan	13
Examination specifications: VCE Chin Hakha, Karen and Vietnamese First Language	13
Written examinations: Development panels	13
2017 Extended Investigation Critical Thinking Test centres and Special Examination Arrangements	13

Vocational Education and Training

VCE VET Creative and Digital Media: Assessment Advice to teachers	14
VCAA VET Assessment Quality project: Expressions of interest from teachers and trainers	14
Promotion of VET project	14
An overview of VET in the VCE and VCAL	14
VCE VET Engineering Studies	14
VCE VET Health	15
Review of Block Credit Recognition: Reminder	15
Recording Assessing School on VASS	15

Administrative Advice

Last day for Unit 3 School-assessed Task scores	16
Application for 2018 enrolment in Second Languages and Chinese Language, Culture and Society Units 3 and 4	16
Last day for withdrawal of VCE Unit 4 and Units of Competency for VCE VET scored Unit 3–4 sequences	16

Professional Development

Transition to School Project: Networks for school teachers and early childhood educators	16
For teachers of VCE Texts and Traditions Units 3 and 4	16

Bulletin Board

Trust for Nature	17
Award to recognise students following in Fred Hollows' footsteps	17
Unlocking principal potential	17

The VCAA Bulletin is authorised and published by the Victorian Curriculum and Assessment Authority. Principals are advised to encourage teaching staff to have an [individual subscription](#). [Notices to Schools](#) are also available on the VCAA website.

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

Editor: Lauren Chester Designer: Robyn Scott

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

© VCAA 2017 | ISSN 1448-2371

'informed discussion about what we most value for students to learn performs a critical role in a democratic society' and doing this collaboratively and with integrity is central to the ongoing development of the Education state.

John acknowledges this would not be possible without our partnerships with schools and the teaching profession, who make up our curriculum working parties, reference groups and cohort of expert assessment setters and markers. 'Everything we do is motivated by the commitment to providing the best possible education for Victorian students and this of course is entirely in the hands of the teachers who deliver it', he says. 'In all of my time at the VCAA, Board of Studies, VCAB and, going all the way back to VISE, our work has been driven by the expert input from teachers, by their feedback to drafts and by the quality of the education discussions.'

He also views one of the great advantages of working for a Statutory Authority as being 'the advice and support provided by the Board Chairs and members'. For decades John has been attending Board and Board Committee meetings in various roles, saying 'the expertise and experience the members provide has been critical in grounding our decisions in the perspectives of key practitioners in all school sectors, universities, the training sector and business'. John feels fortunate to have been able to work with many great Chairs, including Stuart Hamilton, Professor Peter McPhee, Professor Adam Shoemaker and Chris Wardlaw, who he says 'have all been excellent chairs of meetings, sources of wise counsel, personal and professional support and great company. I have enjoyed working with each of them and I thank them all for their friendship and leadership.'



L to R: John Firth, retired VCAA CEO, hands over to incoming CEO, David Howes

John also expresses thanks to the VCAA staff, calling them 'a source of pride and inspiration'. He leaves us with gratitude and looks forward to the continuing success of our work. 'The professionalism, dedication, sense of support and warmth of our full time staff and our army of sessional staff and volunteers is a testament to the strength of education in Victoria.'

'Choosing to finish up such a challenging and rewarding position was difficult. There will always be new and exciting work looming for the VCAA. I am comfortable that it's the right time for me and the VCAA. and am very pleased that we were able to run a rigorous and extensive recruitment process after I decided to finish and I am able to hand over the reins to David Howes'. John's presence at the VCAA will be sorely missed but he is leaving the VCAA 'in very capable hands' with our new CEO, 'David is an outstanding educator with a strong history here as Executive Director, Curriculum prior to his recent stint as Assistant Deputy Secretary, Schools at the Department.'

Farewell John, thank you for your hard work and lasting legacy in the development of Victoria's education system.

VCE Leadership Awards

VCE Leader continues to show what young people can do

Former VCE Leader of the Year Thomas King is on a mission to shift our food system and its impacts on animals, people and the environment. An experienced activist, campaigner and speaker, he exemplifies how young people can make a change when they commit to their passion.

In 2014, Thomas King was named VCE Leader of the Year for his dedication to animal advocacy and environmental activism. An avid conservationist, Thomas's journey began 8 years ago when he created the website [Say No to Palm Oil](#), to raise awareness about the impact of unsustainable palm oil production. The site has enabled a global audience to become ethical consumers, attracting over two million visitors from across every country in the world.

Now 21 years old, Thomas is considered one of Australia's most influential young change makers, having presented talks at TEDx and worked with the Oaktree Foundation, Jane Goodall Institute Australia and United Nations youth division.

This year Thomas founded [Food Frontier](#), an organisation dedicated to addressing the environmental and ethical impacts of large-scale meat production, by increasing the awareness and availability of new, innovative meat alternatives across the food system.

During a trip to Silicon Valley in the US, Thomas was exposed to ground-breaking innovations where meat is recreated using either plant proteins or by growing animal cells in a mineral culture. His mission is to accelerate the production and consumption of these healthier, more sustainable products, ultimately reducing our reliance on conventional, resource-intensive animal agriculture.

Thomas is looking to grow his new initiative across the Asia-Pacific region and is in discussions about aligning his efforts with world-renowned primatologist, conservationist and UN Messenger of Peace, Dr Jane Goodall. He recently reconnected with Dr Goodall during her Australian Tour in June, where they discussed the potential of Food Frontier. He first met Dr Goodall in 2010, when he spoke at her youth summit in Melbourne. 'It's surreal having the opportunity to work with someone you've deeply admired for many years', Thomas says.



Photograph © Phil Hines, L to R: Dr Jane Goodall, Thomas King

For Thomas, it is important that young people are empowered to have a positive impact in their local and global community. 'We all possess unique gifts and talents that we can use to create change in the world', he says. 'For students in particular, being of service can offer valuable insights, learning opportunities and connections that school can't provide.'

When asked what being named VCE Leader of the Year meant to him, Thomas said it gave him credibility and recognition that was difficult to achieve as a teenager. 'I was so grateful to be given a platform to further my advocacy', he adds.

Do you know a VCE student committed to making a change at their school and in their community? Visit the [VCE Leadership Awards webpage](#) for more information. Applications close Friday 11 August 2017.

VCE Season of Excellence

Top Screen 2017: People's Choice Awards announced

Congratulations to the 2017 Top Screen People's Choice Award winner Tessa Himpoo from Lauriston Girls' School. Tessa won the crowd over with her film *[Insert child's name here]*, which she shot entirely on her iPhone. The comedy is a fast-paced montage capturing the insight and judgement of an eight-year-old, reminding grown-ups not to underestimate children. As the winner of this year's People's Choice, Tessa took home a \$350 voucher generously donated by Madman Entertainment.

The second most popular film was *Proof or (The Tale of the Legendary Big Shrimp)* by Tom Hughes from Northcote High School. In this short film, Tom explored concepts of the Australian family and beach culture by drawing on influences such as *The Castle* (1997), *Muriel's Wedding* (1994) and *Puberty Blues* (1981).

Quiet, the third most popular film was created by Ben Head from Kardinia International College and provided the audience with an evocative and rich depiction of the experiences of British soldiers in the Second World War. The production of this dramatic short film was a personal experience for Ben, as the story was primarily based on his Grandfather's memories as a soldier on the battlefields.

Tom and Ben received \$150 and \$100 vouchers respectively, courtesy of Madman Entertainment.

All the winners commented on the personal significance of participating in Top Screen. 'It was amazing to be part of something that celebrates creativity in the VCE and recognises students interested in media and film', said Tessa. For Tom, the People's Choice selection has encouraged him to follow his creative potential and cemented his commitment to filmmaking. The greatest reward for Ben was being able to share his Grandfather's story with a larger audience and observe their reactions to his film.

This year's Top Screen program attracted close to 4,000 attendees across the 17 sessions programmed. Sessions included a variety of education programs and a chance for students and teachers to view the production design plans of the Top Screen films.

Top Screen, part of the VCE Season of Excellence, is a short film program comprising narratives, documentaries, music clips and animations produced by VCE Media students. To find out more, go to the [Top Screen webpage](#).



Tessa Himpoo, Lauriston Girls' School



Tom Hughes, Northcote High School



Ben Head, Kardinia International College

Season of Excellence survey reminder

Did you attend the 2017 VCE Season of Excellence? The VCAA would like to hear about your Season experience!

Your feedback is important and will provide valuable insights towards our continued improvement and innovative delivery of these events.

Complete a survey and you can be in the running to win a VCE Season of Excellence Prize Pack, containing every Top Designs catalogue from 2007–2017. To enter the draw, redeem a prize code at the end of your completed survey and email: seasonofexcellence@edumail.vic.gov.au.

The online surveys for [Top Acts](#), [Top Class](#), [Top Designs](#) and [Top Screen](#) have been extended until Monday 14 August 2017.

VCAA Board Appreciation Awards 2017

Briellen Ramsay from Galen Catholic College and Simon Han from Huntingtower School have been announced as the recipients of the 2017 VCAA Board Appreciation Awards.

The Board Appreciation Awards celebrate the talent, hard work and dedication of VCE students whose works are featured in VCE Season of Excellence exhibitions. Winners receive a certificate and \$1000 to put towards their continued education and exploration in their chosen fields.

Briellen was recognised for her stop-motion animation the *Life that Glows* (2016), which appeared in the 2017 Top Arts exhibition at the Ian Potter Centre: NGV Australia.

Inspired by A. A. Milne's classic *Winnie the Pooh*, Briellen's stop-motion animation explores the magical world of children's adventure literature. Her narrative depicts the journey of a boy wandering through a fantasy world created by his own imagination. To create the work Briellen constructed a stunning figure and landscape set using only paper, glue and wire. She then brought the scenes to life by incrementally moving the characters and photographing the animation frame-by-frame to produce the seamless illusion of movement.



L to R: John Firth, retired CEO VCAA, Briellen Ramsay, Chris Wardlaw, Chair VCAA

Briellen was honoured to receive the VCAA Board Achievement Award and be part of Top Arts. 'It is a great privilege to have my work exhibited among some of the most talented young artists in Victoria', she said. The acknowledgement and recognition have motivated Briellen to continue pursuing a career in the arts and animation.

Top Designs exhibitor Simon impressed the Board with his 3D architectural model *Cloud Forest*, which he created for VCE Visual Communication Design.

Simon's model depicts a modern apartment building elevated over a field of trees so as to appear as a green cloud floating peacefully in the city. Constructed from foam and bamboo sticks, the piece seeks to revolutionise traditional apartment design by bringing together urban and suburban life. To accompany the model, Simon produced a detailed sustainability plan on how to incorporate the latest energy sourcing technology in the development.



Cloud Forest by Simon Han

The Board Achievement Award came as a surprise to Simon, who was excited to learn that his work stood out among the high quality of exhibitors at Top Designs. The inspiration to create an innovative and original design plan started when Simon visited Top Designs last year, 'I was really encouraged to see that the VCE curriculum supports students' creativity', he said.

Chris Wardlaw, Chair of the VCAA, said it was wonderful to see the extraordinary works created by the young people exhibited in iconic Victorian venues – Top Designs at the Melbourne Museum and Top Arts at the NGV. 'Briellen and Simon's works were very popular choices this year, and are truly indicative of the high quality of work we see displayed in the VCE Season of Excellence', he said.

Focus On... Theatre Studies films ready for viewing

Teachers and students can gain invaluable understanding of the process of creating an exemplary VCE Theatre Studies performance through the new *Focus On... Theatre Studies* short films.

Focus On... Theatre Studies explores the artistic development of three students' Top Acts 2017 performances, as well as interviews with their teachers, the VCAA Performing Arts Curriculum Manager, Helen Champion and the 2017 Top Acts Artistic Director, Dan Mitchell.

The films, created by Top Screen 2017 filmmakers Tom Hughes, Neha Shenvi and Shanon McKenzie, were produced as part of the 2017 VCE Season of Excellence. The actors featured in the films are Broderick McDonald from Swinburne Senior Secondary College, Flynn Smeaton from St Michael's Grammar School, and Candice Farrugia-Roberts from Mount Lilydale Mercy College.

Broderick McDonald is grateful to have chosen VCE Theatre Studies, as preparing his performance exam helped him to develop unique problem solving skills, and improved his critical and creative thinking. In the film Broderick shares the artistic process that took place in crafting his character, and his top tips for nailing the performance assessment. Broderick's teacher Mark Bailey, offers key insights into how he supports engagement and excellence in his students. Helen Champion and Dan Mitchell also explain the reasons Broderick's performance stands out, and why he was chosen to take part in Top Acts.



Broderick McDonald

Candice Farrugia-Roberts discusses how Theatre Studies opened her eyes to all aspects of the production process, and shares the primary reason she excelled in her assessment. Her teacher, Kamahl Russell, explains how feedback was used to make Candice's character resonate on stage and how students should use guidance from their teachers to improve their work. Helen and Dan give helpful perspectives on the choices that Candice made for her character that elevated her work above other performers.



Candice Farrugia-Roberts

A Shakespearean monologue is no easy feat for an actor to deliver. Flynn Smeaton explores the challenges he went through to bring the character of Titania from *A Midsummer Night's Dream* to life on stage, and how his research informed his acting and production choices. Helen examines how the use of space is an integral part of his performance, and the value that Flynn's research added to his interpretation of the monologue. Teacher Scott Crozier explains how to respond to the different needs of students, and the importance of the process that takes place in the lead up to the performance.

To watch *Focus On... Theatre Studies* and other short-films featuring Top Acts performers from 2015–2017, or to order the DVD of *Top Acts: Focus on... Dance*, please visit the [Top Acts webpage](#).

If you would like to receive regular Season updates straight to your inbox, please register using the form on the [Season webpage](#).



Flynn Smeaton

Plain English Speaking Award

Invitation to the 40th anniversary: National Final of the Plain English Speaking Award

Six of Australia's most extraordinary young thinkers will compete in the National Final of the Plain English Speaking Awards (PESA) at the NGV International on Monday 14 August 2017.

PESA celebrates the perspectives of students aged 15 to 18, giving them a platform to share their ideas and perspectives in a public forum. In the Victorian State final, topics included modern feminism, reconciliation through education, the commercialisation of mental illness, regional Australian stereotypes, the consumption of online news and Australian intellectualism.

This year marks the national competition's 40th anniversary. PESA has a rich history of uncovering Australia's next great thinkers, orators and entertainers. Previous national winners include comedian, activist and TV personality Tom Ballard, producer and comedian Julian Morrow (*The Chaser*) and renowned journalist Peter Hartcher, who went on to win the international competition in 1982. Inaugural 1977 winner Dr Mary-Rose McLaren is a published author and currently a Senior Lecturer in Art and Education at Victoria University. Dr McLaren will be returning to the NGV this year to adjudicate the National Awards.

The National PESA champion will represent Australia in 2018 at the English-Speaking Union's International Public Speaking Competition (IPSC) in London, the world's largest youth public speaking event. Over 50,000 students compete worldwide to win the chance at representing their countries at the ISPC.

The 2016 national and Victorian PESA winner Luke Macaronas won the 2017 IPSC in May. Luke became the second student in five years to obtain a win for Australia at the international competition following Isabel Crawford's success in 2013.

The VCAA congratulates Anand Bharadwaj (Trinity Grammar School), Fergus Dale (Caulfield Grammar School), Emma Darvas (Bayside P-12 College), Shahani Munaff (Al-Taqwa College), Niamh Nolan (St Leonard's College) and Cree Oliveira (Nossal High School), who will compete in the upcoming Victorian State Final on Wednesday 26 July. The winner of the State Final will go on to represent Victoria in the National Final.

To book your free tickets for the National Final, please visit the [VCAA website](#) by Monday 7 August.



(L-R) Plain English Speaking Awards semifinalists Casey Williams, Cree Oliveria (State Finalist), Nicole Teh, Grace Arnold, Thalia Thirunavukarasu and Niamh Nolan (State Finalist)

Early Years

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

Twilight Seminar video recording: Teaching and learning mathematics

A recording of the last Early Years Twilight Seminar, 'Teaching and learning mathematics: Making the most of everyday opportunities to support early learning' will be available on the [Early Years professional learning webpages](#) on Monday 31 July.

This seminar explored the use of intentional teaching to build on the informal mathematics knowledge that children have, and how quality interactions can support learning. Co-presenters Dr Caroline Cohrssen (Senior Lecturer, Melbourne Graduate School of Education, The University of Melbourne) and Mary Holwell (Program Manager, Early Years Unit, VCAA) focused on quality adult-child interactions to support mathematics learning, and the influence of the home learning environment on children's literacy and numeracy skills.

Foundation–10

See also [Bulletin Board](#)

Curriculum

New online assessment tools for F–10 Languages

The VCAA Language Assessments F–10 are a suite of free, online language assessments available to all Victorian schools, including community language schools, to support teachers delivering Victorian Curriculum F–10 Languages.

Developed with and hosted by the Australian Council for Educational Research (ACER), the VCAA F–10 Language Assessments offers listening and reading tests in the following eight languages:

- Chinese (background and second language learner)
- French
- German
- Indonesian
- Italian
- Japanese
- Modern Greek
- Spanish.

The language assessments will provide teachers with snapshots of students' reading and listening skills, which teachers can use to better target individual students' learning needs.

Initially, the assessments will only offer teachers raw test scores, with more reporting functionality and additional assessments in Chinese, Modern Greek and Spanish to be added by February 2018.

For more information, please go to [Languages curriculum planning and assessment](#).

Online professional learning sessions to support new VCAA F–10 Language Assessments: Register now

To support the launch of the VCAA F–10 Language Assessments, the VCAA, in conjunction with the ACER, is running a series of online professional development sessions.

Starting Wednesday 26 July, the first session will introduce language teachers to the new language assessments, including registering and using them. This session will be repeated Tuesday 1 August. All sessions will go from 3.45–4.45pm. Further sessions are planned, and these will address the broader contextual question of effective assessment practices in the Victorian Curriculum F–10 Languages.

Registrations for the introductory sessions on [Wednesday 26 July](#) and [Tuesday 1 August](#) are now open.

Victorian Curriculum F–10: Term 3 professional learning to support teachers

A professional learning program open to teachers from all sectors is being planned for Term 3. The objective of the professional learning program is to improve teacher capacity to understand and use the Victorian Curriculum F-10 to develop high quality teaching and learning programs suitable for the local school context.

There will be a range of opportunities made available:

- Sessions facilitated by the VCAA Specialist teachers in nine curriculum areas, including whole day interactive workshops offered across the regions and in metropolitan and regional/rural locations, and online sessions taking between 60–90 minutes. Teachers will be able to select the curriculum area, date and location that meet their needs.
- Online sessions facilitated by the VCAA Curriculum Managers and other staff, delivered between 3.45 –4.45pm.

Details about these professional learning opportunities, how to register and how you can request professional learning for a group of schools, will be published before the end of July on the [Victorian Curriculum F-10 Resources and Support webpages](#).

Assessment

NAPLAN important dates for 2018

NAPLAN 2018 tests have been scheduled to be conducted from Tuesday 15 May to Thursday 17 May 2018.

Reporting NAPLAN 2017 results

As in previous years, NAPLAN results will be made available:

- to schools via the secure web-based NAPLAN Data Service
- to parents via an individual Student Report.

At the time of publication, the VCAA anticipates the NAPLAN Data Service will be made available to schools in the week beginning 14 August 2017 and that the NAPLAN Student Reports will be delivered to schools for distribution to parents in that same week. Delivery of results is dependent upon provision of data analysis from ACARA.

The format of the reports will again be the same for all states and territories and will be very similar to those provided in 2016.

NAPLAN Data Service professional development workshops

As in previous years, the VCAA will be conducting NAPLAN Data Service professional development workshops for principals, NAPLAN coordinators and teachers throughout Term 4 in 2017. Further details of these workshops, including a list of times and venues, will be provided to schools as soon as they become available.

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

Curriculum

VCE Psychology study design amendments

Minor amendments have been made to the *VCE Psychology Study Design*, Units 3 and 4, 2017–2021. For details refer to [Notice to Schools 66/2017](#).

Consultation register reminder

Consultation is an important part of the review and accreditation process for VCE studies. The consultation process is conducted online, and teachers and stakeholders are invited to participate by joining the [VCAA Consultation Register](#).

Teachers and stakeholders registered for consultation will receive email notification when the consultation draft of the relevant VCE study design is available online over four weeks, and be invited to respond to the consultation draft via an online questionnaire. Teachers and stakeholders will be given the option of allowing the VCAA to use their registration details to receive email notification of the implementation briefings for the revised studies in 2018. The online consultation register is now open for the following VCE studies:

- Classical Studies
- Dance Drama
- Theatre Studies
- VCE Languages: Arabic, Chinese Second Language, Chinese Second Language Advanced, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish and Vietnamese Second Language.

To participate in this consultation, please complete the registration form. The draft study design and consultation questionnaire will also be available on the relevant VCE study page.

Consultation has closed for the following studies: Accounting, Extended Investigation, Industry and Enterprise, Philosophy, Systems Engineering. The VCAA would like to thank everyone who responded to the consultation drafts. All feedback has been forwarded to the appropriate review panels for consideration before the final drafts of the study designs are prepared for consideration by the VCAA Board.

Consultation open for proposed study designs: VCE Classical Studies and Dance

The consultation period for the proposed study designs for Classical Studies and Dance is now open and will conclude on Friday 11 August 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 the VCE Curriculum Unit: vcaa.vce.pd@edumail.vic.gov.au.

2018 VCE Philosophy and Texts and Traditions text lists

The VCE Philosophy prescribed texts for 2018 and VCE Texts and Traditions set texts, themes and passages for special study 2018 are now available on the respective study pages.

For further information contact Monica Bini, Curriculum Manager, Humanities and Social Sciences, VCAA on (03) 9032 1693 or bini.monica.m@edumail.vic.gov.au.

2017 School-based Assessment Audit: Unit 4

All dates pertaining to the School-based Assessment Audit are published annually in the [VCAA Important Administrative Dates](#).

VCE providers were notified of their audit requirements for Unit 4 through VASS on Monday 17 July. The following screen in VASS contains the list of studies being audited and the outcomes of past audits: School Program > VCE > School-based Assessment Audit.

The School-based Assessment Audit is in two stages for Unit 4. The first stage consists of a study-specific audit questionnaire which is completed online by teachers on behalf of the VCE provider and reviewed by an Audit Panel appointed by the VCAA. A PDF copy of the online audit (for reference purposes only) can be downloaded from VASS.

Responses to the audit are due by midnight on Monday 7 August. Please refer to the instructions on how to complete the audit prior to commencing.

If not enough detail is provided in the response to the online audit, or if an error is detected, VCE providers will proceed into the next stage and required to provide further evidence. Outcomes of the Unit 4 online audit will be distributed to VCE providers through VASS on Monday 11 September.

Changes to the English requirement for satisfactory completion of the VCE from 2018

As notified in the February *VCAA Bulletin*, the VCAA Board has approved a change to the English requirement for satisfactory completion of the VCE.

From 2018, a student must have a satisfactory result (S) for a Unit 3–4 sequence from the English Group to satisfactorily complete the VCE. The English Group includes English, English as an Additional Language, English Language and Literature.

The current rules for satisfactory completion of the VCE are:

- A student must have an S result for a minimum of 16 units, which must include at least three units from the English Group, at least one of which must be at Unit 3–4 level, and three Unit 3–4 sequences, which may include any number of English sequences once the English requirement has been met.

The following rules for satisfactory completion of the VCE will apply from 2018:

- To satisfactorily complete the VCE a student must have an S result for a minimum of 16 units. This must include:
 - at least three units from the English Group, two of which must be a Unit 3–4 sequence
 - an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

Targeted consultation was conducted by the VCAA in November 2015 and there was unanimous support for this change.

Satisfactory completion of a Unit 3–4 sequence of English Group units affirms the importance of English proficiency at the core of the VCE.

Assessment

2018 VCE examination periods

The VCAA Board has approved the dates for the 2018 [General Achievement Test \(GAT\) and VCE examination periods](#). Please refer to [Notice 68/2017](#) for details.

VCE Auslan

Teachers of VCE Auslan are advised that the following examination and grammar videos are now available on the following pages:

- [VCE Auslan examinations from 2013 to 2016](#)
- [Auslan grammar videos](#).

Examination specifications: VCE Chin Hakha, Karen and Vietnamese First Language

Teachers of Chin Hakha, Karen and Vietnamese First Language should note that specifications for the oral examinations for these studies, including assessment criteria, are published on their respective examination pages of the VCAA website, rather than in an Assessment Handbook, as is the case with other language studies. In addition, specifications for the written examination for Vietnamese First Language, as well as sample written examination material for each of these three studies can be found on their respective examination pages for [Chin Hakha](#), [Karen](#) and [Vietnamese First Language](#).

Written examinations: Development panels

Applications are now open for positions on all 2018 VCE and VCE VET examination development panels. Teachers and academics who are interested in examination development and have appropriate experience and qualifications are invited to apply. Further information about the different positions on examination panels and the relevant conditions of appointment can be found on the [examination development panel application webpage](#). Applications can be lodged via the [Sessional Staff Management System \(SSMS\)](#) website.

Applicants for the following panels should be aware that they may also be working on examinations for the 2019 VCE on a Northern Hemisphere Timetable: Accounting, Arabic, Biology, Chemistry, Chinese First Language, Computing: Informatics, English/English as an Additional Language, Further Mathematics Examination 1 and Examination 2, Mathematical Methods Examination 1 and Examination 2, Physics, Specialist Mathematics Examination 1 and Examination 2.

Applications close on Sunday 13 August 2017. For more information, contact the VCE Examinations Unit on (03) 9032 1789 or examinations.vcaa@edumail.vic.gov.au.

2017 Extended Investigation Critical Thinking Test centres and Special Examination Arrangements

Student Assessment Timetables and Special Examination Arrangements Advice Slips for the 2017 Extended Investigation Critical Thinking Test are now available. The Extended Investigation Critical Thinking Test will be held Wednesday 2 August 2017. Please refer to [Notice 69/2017](#) for details.

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

VCE VET Creative and Digital Media: Assessment Advice to teachers

Most new CUA Units of Competency do not include a range statement. Range statements included key words, terms or phrases, range of contexts and conditions to which the performance criteria is applied. With the removal of range statements from the Units of Competency, the style and source of examination questions has changed.

For example a short answer question could include a context/stimulus to allow students to respond appropriately. Such as:

- Identify a creative thinking technique appropriate for a specific context.
- Here is an animation example, name one animation technique used in the example.

In both questions there may be a range of appropriate answers.

Examination specifications and sample examination materials have been updated to reflect the new, but equivalent, Units of Competency for VCE VET Creative Digital Media (formerly VCE VET Interactive Digital Media). See the March *VCAA Bulletin*, [Examination materials: New and revised studies](#).

VCAA VET Assessment Quality project: Expressions of interest from teachers and trainers

The VCAA is developing quality assessment materials such as: program plans, assessment strategies and sample material for Units 1 to 4 for all VCE VET programs undertaken by schools.

Teachers and trainers are invited to register their interest in working with the VCAA to develop quality assessment materials across all VCE VET programs.

Meetings of interested teachers and trainers will be held in various locations. An allocation of three days of CRT release will be available to support teachers/trainers involvement in the project. Please [register your interest](#) by Friday 11 August.

Promotion of VET project

During 2017–2018, the VCAA is undertaking a project to develop promotion materials to support the delivery of VET for secondary students. Further updates and project activities will be provided in future editions of the *VCAA Bulletin*.

An overview of VET in the VCE and VCAL

An updated version of the overview of VET in the VCE and VCAL brochure is available for school use. To access the brochure, visit the [VET in the VCE and VCAL webpage](#).

VCE VET Engineering Studies

The current 22209VIC Certificate II in Engineering Studies is scheduled to expire on 31 December 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 August edition of the *VCAA Bulletin*.

VCE VET Health

From 2018, a study score will be available for Program 2 of the VCE VET Health program. As outlined in the [VCE VET Health Program Booklet – Extract](#) the designated Units 3 and 4 sequence, consists of two compulsory units and a minimum of one elective with a minimum of 50 nominal hours.

Electives identified are:

- BSBMED305 – Apply the principles of confidentiality, privacy and security within the medical environment
- HLTHPS001 – Take clinical measurements
- CHCCCS026 – Transport individuals
- CHCCCS009 – Facilitate responsible behaviour
- CHCCCS015 – Provide individualised support
- CHCPRP005 – Engage with health professionals and the health system

Review of Block Credit Recognition: Reminder

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 from schools and RTOs, interested people can [complete a brief survey](#) by Friday 28 July 2017.

If it is determined that reforms are required these will be communicated to schools and RTOs in 2018 for implementation from 2019.

Recording Assessing School on VASS

Earlier in the year, a new feature was added to VASS to capture the Assessing School name for VET Certificates. This is a requirement for all scored programs in 2017 as a consequence of the change to Statistical Moderation.

Schools are encouraged to select the assessing school for scored programs on VASS by Friday 18 August. For further information, please refer to the March and April editions of the *VCAA Bulletin*.

Administrative Advice

Last day for Unit 3 School-assessed Task scores

Friday 28 July 2017 is the last day that Unit 3 School-assessed Task scores for Algorithmics (HESS) can be entered. After this date VASS will not allow these scores to be entered. Please refer to [Notice 71/2017](#) for details.

Application for 2018 enrolment in Second Languages and Chinese Language, Culture and Society Units 3 and 4

The 2018 application forms for VCE Second Language Units 3 and 4 Chinese, Chinese Advanced, Chinese Language, Culture and Society, Indonesian, Japanese, Korean and Vietnamese are now available as VASS downloads and also on the [VCE forms page](#). Please refer to [Notice 72/2017](#) for details.

Last day for withdrawal of VCE Unit 4 and Units of Competency for VCE VET scored Unit 3–4 sequences

Monday 24 July 2017 is the last day for VCE Unit 4 or VCE VET Units of Competency scored Unit 3–4 sequence withdrawals. After this date VASS will not allow students to be withdrawn from VCE Unit 4 studies or Units of Competency for VCE VET scored Unit 3–4 sequences. Please refer to [Notice 73/2017](#) for details.

Professional Development

Transition to School Project: Networks for school teachers and early childhood educators

In Term 3, DET and Deakin University continue their free professional learning opportunity in support of the Transition to School resources. Early years educators are encouraged to form links with local teachers and other transition professionals to attend local sessions together, to build connections, and share good practice. Full details are available on the [Transition to School Project website](#).

For teachers of VCE Texts and Traditions Units 3 and 4

The Victorian Association for Teachers of Texts and Traditions (VATTT) will run an in-service on Thursday 27 July from 4.30–6.30pm at Santa Maria College, 50 Separation St, Northcote.

This workshop is recommended for teachers of Texts and Traditions to discuss the way Outcome 2 of Unit 4 can be approached and how that work can feed into successful responses in the examination, using Question 4 of the sample examination as an example.

The workshop will also look at the wording of Question 4 and possible variations that may appear in the examination as well as suggesting strategies for students to adopt to answer this question. Time will also be spent looking at exegetical responses for the exam.

Kosher and Halal afternoon tea will be provided. Bookings can be made via [Try Booking](#).

Trust for Nature

Trust for Nature is a not-for-profit, statutory conservation trust, which was established in 1972 to help protect Victoria's significant habitats, flora and fauna, and to provide educational opportunities.

The Trust is keen to engage more closely with schools, especially in relation to senior secondary programs that include topics relating to biodiversity, the environment, climate change and people connecting with nature. This could include the provision of resources online, or opportunities to take classes to Trust for Nature conservation reserves.

If you would like to follow up opportunities to engage with Trust for Nature as part of your teaching and learning, please visit the [Trust for Nature](http://TrustforNature.org.au) website for information or contact Doug Robinson email: dougr@tfn.org.au.

Award to recognise students following in Fred Hollows' footsteps

The Fred Hollows Foundation is calling for teachers, parents and community members to nominate students for the Fred Hollows Humanity Award.

The award recognises Year 6 students who show compassion, integrity and kindness in their lives, just as Fred did. Nominations open Monday 24 July and close Sunday 10 September.

Award recipients will be recognised at a state presentation ceremony where a Junior Ambassador to The Foundation will be announced. This Ambassador will be allocating \$5000, donated by Specsavers, to a Fred Hollows Foundation program of their choice to help end avoidable blindness.

To nominate a student go to the [Fred Hollows Foundation](http://FredHollowsFoundation.org.au) website.

Unlocking principal potential

Strong school leadership is a powerful driver of quality teaching and learning. The Bastow Institute of Educational Leadership's Unlocking Potential (UP): Principal Preparation program is preparing the next wave of Victorian principals with the skills and mindsets they need to achieve significant school and system improvement.

Unlocking Potential (UP) is the flagship principal preparation program for high potential leaders, and from 2017 UP participants will be awarded a Graduate Certificate of Principal Preparation (Victoria) on successful completion of the program.

This formal qualification, conferred by Monash University, will focus on developing the capacity of aspiring principals to collaborate, analyse, develop, lead change and implement improvement strategies to lift student outcomes.

This is the first qualification of its kind in Victoria. For our communities, it is reassurance that our principals are highly capable and equipped to lead a school. For graduates, it demonstrates excellence in school leadership, and readiness to apply for principal positions. For the system as a whole it represents an ongoing commitment to building our capacity to deliver excellent educational outcomes.

The program is fully subsidised for Victorian government schools, and registrations are open until Sunday 23 July. Visit the [UP program page](#) to find out more or to apply.