

# VCAA Bulletin

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

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L to R: Felicity Curnow, Junior School Leader & Foundation teacher, Woori Yallock Primary School, with Adel Novak, Early Childhood Teacher at the Woori Yallock Kindergarten

## Successful partnerships to support early years transitions

Across Victoria kindergarten and school teachers are working together to support children and families as they transition into primary school. Ongoing communication between educators improves professional relationships and contributes to curriculum or pedagogical refinements, better supporting continuity of learning and transition. When teams work together, successful partnerships build ‘relational agency’ through common language and awareness of the skills of others. Foundation teachers also get to know each child and family before they start school.

Simone Ramage, Kindergarten Teacher at Casey Childcare Centre and Kindergarten in Cranbourne, attended one of the Term 2 Transition to school workshops, facilitated by Deakin University in partnership with the Department of Education and Training. The workshop aligned with, and strengthened, her professional philosophy about supporting transitions. Simone organised an information evening for families, where they could ask questions about school and how to support their children through the transitions. Two local schools in the Cranbourne and Narre Warren area agreed to participate. Simone described this collaborative approach as ‘necessary and valued’ by teachers, educators and families.

‘Kindergarten is child-centred in approach, whereas school is more structured, so it’s important to give families information on how to support their child’s social and emotional readiness – by talking with their child about going through different experiences in life, and how school is another one of these, and that’s why there is orientation – and developing independence. These are more important than the ability to read or write,’ says Simone. ‘But families also need support – they can experience anxiety, and being able to ask questions and feel supported by other families in the kindergarten and school communities really helps.’

A Yarra Valley primary school principal is leading the way with the transition from kindergarten to school. Oliver Thockloth came up with ‘the plan’ after joining a Linking Learning group in his area. ‘Regular network meetings had helped to strengthen the relationship between Woori Yallock Primary School and Woori

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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.

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Yallock Kindergarten over the past few years. However, the pedagogical approach in the early years is different from that of primary school, potentially impacting on the continuum of learning that children need for a smooth transition to school. The network devised a reciprocal teaching program that would enable teachers to ‘visit each other’s environment, plan together and teach together’, explains Oliver.

In Term 3, the foundation teacher works four days at the kindergarten, meeting the children and getting to know their strengths and challenges, and in the following Term 1, the kindergarten teacher co-teaches the same group as foundation students. Older students also film a ‘buddy statement’ at the end of Term 4, which is sent to their new foundation buddy, so they can feel familiar with their new environment before they start. ‘We feel that families will feel comfortable with the school environment from day one, and this will help support the new foundation students as well. We plan to measure the effect of the transition plan by undertaking foundation assessments in Term 1,’ said Oliver.

The [Transition: A Positive Start to School Resource Kit](#) has practical guidance for early childhood professionals working with children and families during the transition to school process. Information about Transition to School workshops in Term 4 is available on the [Deakin University](#) website. The DET website has more information on the [Supporting Reciprocal Visits project](#).

## Excellence & Awards

### VCE Season of Excellence

#### Season of Excellence 2018 applications now open

Applications for Top Designs, Top Arts and Top Class Sound are now open. The VCE Season of Excellence is a five-month arts festival showcasing outstanding senior secondary student work from Victorian schools. It comprises 12 concerts (Top Class and Top Acts), two exhibitions (Top Arts and Top Designs) and screenings of short films (Top Screen). A number of associated education programs are offered in conjunction with exhibition viewing, screenings and concerts.

The deadline for applications for Art, Media, Music Performance, Music Investigation, Product Design and Technology, Studio Arts, Systems Engineering, VCE VET Music and Visual Communication Design is Thursday 19 October 2017. VCE VET Creative and Digital Media and Theatre Studies Design applications are due Thursday 9 November 2017.

Application forms are available on the [VCE Season of Excellence webpage](#).

#### New Season of Excellence web pages

If you haven’t visited the Season web pages in a while, you will notice some changes. The pages have been reformatted and reordered into a more user-friendly format. You will find updated content, including selection criteria and processes and the 2017 photo gallery. Any feedback would be very welcome – please email the Season team: [seasonofexcellence@edumail.vic.gov.au](mailto:seasonofexcellence@edumail.vic.gov.au)

While you are there, you may want to sign up for the [Season of Excellence Update](#) to get behind-the-scenes and subscriber-only updates delivered straight to your inbox.

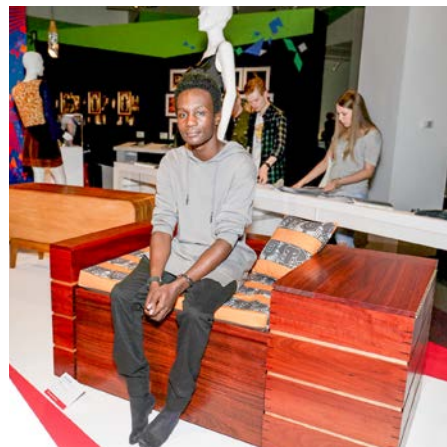
The VCAA website features some wonderful education resources produced for the performing arts. Visit the [Top Class Educational Resources](#) page to view the ‘Focus On ...’ series of short films.

For our Media Film students, please visit the [Top Screen Educational Resources](#) page. Here you will find films and podcasts featuring previous filmmakers that were exhibited in Top Screen and Top Designs.

To order Top Screen and Top Acts DVDs and Top Designs catalogues, please download the [order form](#), complete and return. All orders will receive complimentary additional Season goodies!



Rear (L to R): Dimitri Raptis; Caulfield Grammar School/ The Jane Moore Academy of Ballet, Isabelle Greenwood; Victorian College of the Arts Secondary School, Kade Hughes; Overnewton Anglican Community College/ Isolation Performing Arts Studio. Front: Dominique Cowden, Sandringham College. Top Acts 2017



Tino Mubayiwa from Marymede Catholic College, South Morang with his Product Design and Technology work ‘Chigaro’ Top Designs 2017

### Season of Excellence 2018: general representative for Top Designs VCE VET Creative and Digital Media Panel

Expressions of interest are sought for a representative for the Top Designs VCE VET Creative and Digital Media (CDM) selection panel as part of the annual VCE Season of Excellence.

Applicants must be currently teaching Units 3 and 4 of the subject. The tenure of this position is for two years, with an option for a further year. Sitting on these panels does not preclude your students from submitting applications to Top Designs.

Expression of interest forms are available from the Latest News section of the [Season of Excellence webpage](#). Please refer to [Notice to Schools 104/2017](#).

### Margaret Schofield Memorial Scholarship

#### Margaret Schofield Memorial Scholarship 2018 applications

Applications for the 2018 Margaret Schofield Memorial Scholarships are now open. Scholarships are available to students who complete their VCE at a government secondary school and are going on to study music at a tertiary level.

Two types of scholarships will be awarded for 2018. The Performance scholarship is available to students of VCE Music Performance as soloists and/or VCE Music Investigation as soloists and/or VCE VET Music as a soloist. The Composition scholarship is available for students of VCE Music Style and Composition, VCE Music Investigation, VCE Music Performance and/or VCE VET Music.

Scholarship recipients will receive a \$7000 contribution towards further study at an accredited tertiary institution. Recipients will also be invited to perform at the Top Class series of concerts in February or March 2018.

Application forms are available on the [Margaret Schofield Memorial Scholarships](#) webpage.

The deadline for applications for both scholarships is Friday 10 November 2017.



Fiona Cochrane; Trustee, Timothy Huddleston; Lilydale High School.



Kye Yim Loh; Victorian College of the Arts Secondary School.

### Transition to School Project workshops: continuing in Term 4

The Department of Education and Training (DET) and Deakin University are currently scheduling additional sessions 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, build connections and share good practice. This edition of the *VCAA Bulletin* features success stories about early childhood educators and school teachers working together for successful transitions to school in 2018.

There are sessions planned for early in Term 4 (from 12 to 23 October) in the following high demand locations:

- Bentleigh
- Ballarat
- Croydon
- Dandenong
- Frankston
- Geelong
- Keilor Downs
- Melbourne City
- Melton
- Moorabbin/Mentone
- Portland
- Moonee Ponds
- Warragul
- Warrnambool.

See the [Deakin Transition to School webpage](#) for sessions dates and to register.

## Foundation–10

### Curriculum

#### Term 4 peer-to-peer professional learning sessions registrations open

Are you in the process of implementing the Victorian Curriculum F–10? Are you just getting started? Would you like some assistance with your planning?

A range of professional learning sessions are planned for Term 4. These sessions will provide a chance to work with a Specialist Teacher to investigate the Victorian Curriculum F–10, develop units of work and unpack assessment. The Specialist Teachers are current, practising classroom teachers, and they will be able to share their insights and support your work.

These sessions are free and available to all Victorian schools, across all sectors and include:

Critical and Creative Thinking, Digital Technologies including Coding, Ethical Capability, Financial Literacy, Health and Physical Education and Personal and Social Capability including Respectful Relationships, Literacy in the Early Years and STEM.

To register for Term 4 sessions, visit the [Victorian Curriculum Statewide Professional Learning Sessions](#) webpages.

## New resources

### **Digital Technologies**

A range of sample units of work will be made available by the end of Term 3. These units will address the primary and secondary levels of the Victorian Curriculum F–10 and aim to support teachers when developing their own teaching and learning programs. They include teaching and learning strategies and guidance about assessment against the achievement standards.

### **Civics and Citizenship**

To support teachers to develop high quality teaching and learning programs, a range of sample units will be published commencing mid-September. These units will act as stimuli for teachers, showing how the curriculum can be delivered through interactive teaching and learning strategies, engaging students and developing their knowledge and skills in Civics and Citizenship.

The units of work vary in duration, ranging from approximately 4–8 hours of teaching time, and cover both primary and secondary levels.

### **Primary Mathematics**

The primary levels of the sample Mathematics program are now available on the [Teaching and learning resources – Mathematics Sample Program](#) webpage.

### **Science indicative progress examples added**

Indicative progress examples for Science are now available. These are located on the Victorian Curriculum F–10 resources pages, under [Science/Curriculum planning and assessment](#) and are designed to be used with the indicative progress templates as stimulus material to support teachers to develop their own descriptions of indicative progress.

The examples illustrate a progression of learning within a specific context. They show components of the achievement standards only, and these are highlighted in colour to make the connections explicit to the user. By developing indicative progress descriptions during the planning phase, teachers will be better placed to explain the learning expectations to the students and assess and report student achievement.

## Languages Assessments Update

### **Language Assessments available now**

More than 60 schools have registered to use the free, online Language Assessments that were recently released to support Victorian schools deliver the Victorian Curriculum F–10 Languages.

Developed with and hosted by the Australian Council for Educational Research (ACER), the Language Assessments are offered in the following eight languages:

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

\*Additional assessments in Chinese, Modern Greek and Spanish will be added in early 2018; see information below.

The Language Assessments are a resource schools can use to support their teaching of Victorian Curriculum F–10 Languages and provide assessments of the receptive skills of listening and reading. To register and access the language assessments, go to the [Languages: Curriculum planning and assessment](#) page.

## Schools needed to pilot Chinese, Modern Greek and Spanish Language Assessments

As part of its ongoing test development program for the Language Assessments, ACER has developed additional assessments for Listening and Reading for Chinese (second language learner), Modern Greek, and Spanish suitable to be used with students at levels 9–10, and Listening and Reading assessments for Chinese (background language learner) suitable for students at levels 5–10.

Prior to these additional Language Assessments being released early next year, ACER, in conjunction with the VCAA, is seeking schools willing to pilot the additional assessments in Chinese, Modern Greek and Spanish at the levels outlined above. The new Language Assessments will be available online for schools to pilot from Monday 25 September.

If you are interested in piloting, please contact the ACER Helpdesk on 03 9277 5324 or email: [oarssupport@acer.edu.au](mailto:oarssupport@acer.edu.au).

## Online professional learning session: assessing Victorian Curriculum F–10 Languages

- When: 3.45–4.45pm, Tuesday 19 September
- Where: online
- [Register now](#)

The VCAA Languages Curriculum Manager, supported by experts from ACER, will host an online session on Tuesday 19 September from 3.45–4.45pm. The session will begin with a general overview of assessment strategies teachers can use when assessing Victorian Curriculum F–10 Languages, followed by an exploration of how the new language assessments could be used to support teachers' assessment practices.

This session would be of most interest to teachers teaching one of the eight languages currently supported by the Language Assessments, from level 5 onward.

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## Assessment

### Access to students' NAPLAN writing test images

Victorian schools can access images of their students' NAPLAN writing test responses via the [NAPLAN Test Administration website](#).

Please note that schools will have access only to images of the writing tests of their own students and that the images are made available strictly for internal school use.

It is important that you note and adhere to the protocols set out in the *Conditions governing the release of images of NAPLAN writing test responses to schools* which is available on the [NAPLAN Writing Test](#) webpage.

Access to the images will be available until the end of Term 3 on Friday 22 September 2017.

Details about access to the website and instructions about how to download images have been sent to school principals with the NAPLAN reporting packages.

### NAPLAN 2017 Data Service professional development workshops

As in previous years, a series of NAPLAN Data Service professional development workshops for principals, NAPLAN coordinators and teachers will be conducted throughout Term 4. These workshops are conducted free of charge at various locations around metropolitan and regional Victoria.

Details of times and locations for these workshops, and information on how to register for them, will be available on the VCAA website at the beginning of Term 4.

## Delivery of 2017 NAPLAN Data Service and Student Reports

The VCAA is pleased to confirm that the 2017 NAPLAN Individual Student Reports were delivered to all schools in the week commencing **Monday 14 August 2017**. The [NAPLAN Data Service](#) was also officially made available to all schools and regional offices on Monday 14 August.

### Student Reports

Deliveries of NAPLAN 2017 Reporting Packages began on **Monday 14 August** and included:

- a covering letter
- a confidential report for each student who participated in the NAPLAN 2017 tests for schools to distribute to parents/carers
- Student Report Information brochures for parents/carers
- an instruction sheet with information on accessing NAPLAN writing test images.

As in previous years, student reports include information such as:

- individual student results for all NAPLAN tests on the ten-band National Achievement Scale
- an indicator for each assessment area showing the national average and the middle 60% of national results
- a written description for each assessment area identifying the types of skills assessed
- a summary table describing the skills and understandings students are likely to demonstrate in each of the bands.

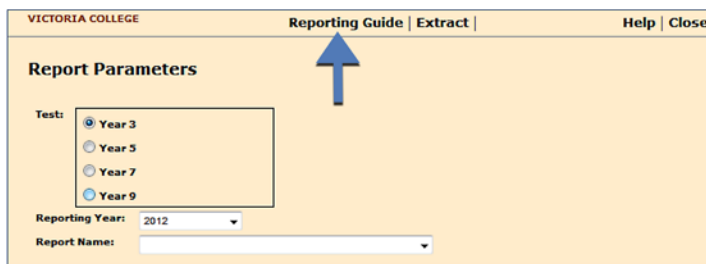
Parental interest in NAPLAN results remains high. Schools that have not yet forwarded student reports to parent/carers are asked to ensure that they have arrangements in place to do so shortly.

### NAPLAN Data Service

Access to the full suite of [NAPLAN Data Service](#) reports is now available to schools. These reports include all school and state data, and some national data. As in previous years, national data relating to subgroups will be incorporated into the Data Service after the release by ACARA of the final NAPLAN Report later in the year.

Schools must use their own unique login and security password to access their results. Login details and 2017 passwords were issued to schools in early August. If a password is lost, the principal should send an email to: [vcaa.naplan.help@edumail.vic.gov.au](mailto:vcaa.naplan.help@edumail.vic.gov.au) with the words 'Password Request' included in the subject line.

The *2017 Test Reporting Handbook* is available online, either via a link on the Report Parameters page of the NAPLAN Data Service or on the [NAPLAN Publications](#) webpage.



The NAPLAN Data Service for 2017 provides direct access to a series of online Data Tutorials, which provide advice on how to effectively use NAPLAN data. The tutorials have been developed in collaboration with the University of Melbourne and are designed to assist teachers in interpreting and using their own data in the development of teaching and learning programs.

Access to these tutorials is available from the menu at the top of every report in the data service, or via the link [usingassessmentdata.vcaa.vic.edu.au/naplan/](http://usingassessmentdata.vcaa.vic.edu.au/naplan/) which appears in the footer of each report.





See also [Administrative Advice](#).

## Curriculum

### Review of VCE study designs: consultation closed

The drafts of the proposed study designs for VCE Drama, Theatre Studies and 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) were made available for consultation with teachers and other key stakeholders in August–September 2017.

The consultation period has now ended. 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.

### 2018 Classical Studies text lists

Schools are advised that the Classical Works Lists 1 and 2 for 2018 are now available on the [Classical Studies](#) page. These text lists must be used in 2018.

### Algorithmics (HESS) study design

An amendment has been made to the VCE Algorithmics (HESS) study design. The amendment is to Unit 4, Area of Study 1: The Master Theorem. Please refer to [Notice to Schools 90/2017](#).

### VCE Outdoor and Environmental Studies study design 2018–2022 implementation webinar

A webinar for revised VCE Outdoor and Environmental Studies study design 2018–2022 will be conducted on Wednesday 11 October 2017 from 4.00pm to 5.00pm. Teachers of this study are encouraged to register for this online session. Registration is available from the [Outdoor and Environmental Studies](#) study page.

### VCE English/EAL and Literature Text Advisory Panels applications

Applications are sought from suitably qualified persons for membership of the text advisory panels for VCE English/English as an Additional Language and Literature for the 2020 text lists.

Applications can be lodged through the VCAA [Sessional Staff Management System](#) which accepts and processes applications for sessional work. The closing date for applications is Monday 16 October.

VCE English/EAL and Literature Text advisory panels advise the VCAA on appropriate texts for inclusion in prescribed text lists. Text advisory panels typically consist of between seven and 10 members and will meet regularly during the year. Panel meetings will be held within the vicinity of the VCAA office at 2 Lonsdale Street, Melbourne.

Panel members will be appointed from schools, universities, training organisations and other sectors where appropriate. Panel members are appointed according to their expertise, experience and capacity to contribute to the text selection process.

Members of the text advisory panels must ensure that they are familiar with the details of the relevant accredited study designs, and in particular, with the role of text within them.

Applicants should also make themselves aware of the *VCAA Principles, guidelines and procedures for prescribed VCE text lists* available on the [VCAA website](#).

For technical support or access enquiries please telephone (03) 9225 2305 or email [assessment.administration.vcaa@edumail.vic.gov.au](mailto:assessment.administration.vcaa@edumail.vic.gov.au).

For further information about text advisory panels, contact Jacqueline Moore, Curriculum Manager, English on (03) 9032 1691 or by email: [moore.jacqueline.j@edumail.vic.gov.au](mailto:moore.jacqueline.j@edumail.vic.gov.au).

## Amendment to VCE Media study design 2018–2022

The VCAA has recently completed the VCE Media study design 2018–2022 implementation workshops. As a result of feedback from stakeholders attending the workshops, minor amendments have been made to the Cross-study specifications and Unit 3, Area of study 1 of the VCE Media study design 2018–2022.

Specific detail concerning the amendments and the updated VCE Media study design 2018–2022 is available on the Media study page.

For further information, contact Kathryn Hendy-Ekers, Curriculum Manager, Visual Arts, (03) 9032 1697 or [hendy-ekers.kathryn.l@edumail.vic.gov.au](mailto:hendy-ekers.kathryn.l@edumail.vic.gov.au). Please refer to [Notice to Schools 97/2017](#).

## 2017 School-based Assessment Audit: Unit 4 outcomes

The purpose of the School-based Assessment Audit is to ensure that school-based assessment is conducted in line with VCAA principles of assessment and the requirements of the relevant VCE study design. All VCE providers are audited for at least one VCE study each year and all VCE studies are subject to the annual School-based Assessment Audit. The audit program incorporates a review of School-assessed Coursework and School-assessed Tasks.

The School-based Assessment Audit is in two stages for both Unit 3 and 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. Outcomes of the first stage of the Unit 4 audit were released on VASS on Monday 11 September. VCE providers/schools can download an audit report by searching the word 'AUDIT' in VASS Downloads. The report will contain the outcome of the audit, feedback on the submission and whether further action is required. A summary of audit outcomes can be viewed on the following screen in VASS: School Program > VCE > School-based Assessment Audit.

VCE providers who are now required to submit further evidence as part of the Unit 4 audit must do so by Friday 22 September.

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).

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## Assessment

### 2017 VCE Examination Centres and Special Examination Arrangements

Schools are advised that Student Examination/Assessment Timetable and Special Arrangements Advice Slips for the 2017 VCE examinations were made available on VASS from Monday 11 September. Please refer to [Notice to Schools 98/2017](#) for details.

### Training for the conduct of the 2017 VCE written examinations

It is a VCAA requirement that all newly appointed chief supervisors attend training prior to starting their role. In October 2017, the VCAA will conduct training sessions for new chief supervisors who were appointed after this year's General Achievement Test (GAT). The training sessions will be held at the VCAA Assessment Centre, 189 Urquhart Street, Coburg. Please refer to [Notice to Schools 81/2017](#) for details.

## Submission of School Indicative External Assessment Grades for the 2017 VCE performance examinations

Principals/Directors, VASS Administrators and VCE, VCAL and VET Coordinators: schools are reminded that **Monday 18 September** is the last day School Indicative External Assessment Grades for the VCE performance examinations can be entered into VASS. After this date VASS will not allow indicative grades for performance examinations to be entered.

This is the only opportunity for these grades to be submitted. Late indicative grades cannot be accepted. Please refer to [Notice to Schools 101/2017](#).

## VCE on a Northern Hemisphere Timetable – 2017 Examinations

The inaugural VCE examinations on a Northern Hemisphere Timetable (NHT) were conducted in June 2017 for a selected number of studies. Copies of the 2017 NHT examinations, and associated Examination Reports, are now available on the [VCE on a Northern Hemisphere Curriculum and Assessment](#) page.

## Examination instructions and other materials

Examination materials to assist students preparing to sit the 2017 end-of-year VCE written examinations will be available at the start of Term 4 on the VCAA website. These materials include the front cover, relevant instructions, data book/formula sheet and sample multiple-choice answer sheet (where applicable) for each examination.

Sample Answer Books for [VCE English](#) and [VCE History: Revolutions](#) are now available on their respective examination pages.

## Approved materials for VCE examinations

Information about materials and equipment authorised for use in VCE written examinations is available in the [authorised materials](#) section of the VCE Examinations and Assessment web page.

See also [Administrative Advice](#).

### VCAL Literacy and Numeracy Skills Strand Consultation

Over the past eighteen months, the VCAL Literacy and Numeracy Units have been under extensive review in preparation for proposed implementation in 2019. Review panels for each unit worked tirelessly during this time to develop the new Curriculum Planning Guides, including the proposal of a new Intermediate Numeracy Unit 2 and Senior Numeracy Unit 2 focused on the application of numeracy in real life trade/vocational settings.

Both of the Draft Revised Curriculum Planning Guides for Literacy and Numeracy Skills Strands are now available for review by teachers and stakeholders online. Feedback from this review will be taken into consideration before submission of the reviewed units is made to the VCAA Board and VRQA for final endorsement.

The revised curriculum guides follow internal and external reviews that indicated a need to include new units, addressed a broad consensus on the need to strengthen numeracy in VCAL and make it more robust, and to provide a clear line of sight from VCAL numeracy to vocational studies, thereby enhancing the application of numeracy in trade and vocational contexts.

Access to the Draft Revised Curriculum Planning Guide for Literacy and Numeracy and feedback survey is available on the [VCAL Literacy and Numeracy Skills Strand Consultation](#) webpage.

### VCAL Induction 2017

The VCAL Induction 2017 will be held on Monday 23 October 2017, between 9.30am and 2.45pm at William Angliss Conference Centre, 555 LaTrobe Street, Melbourne.

VCAL Induction 2017 will focus on the following aspects of the VCAL:

- curriculum
- structure
- partnerships
- resources
- quality assurance.

This is an important professional development event for new VCAL providers, new VCAL coordinators and teachers starting in 2018. Those wishing to attend must [register](#).

### Themed VCAL in 2018

Applications to deliver Themed VCAL programs in 2018 are now open and will close Friday 24 November 2017.

Themed VCAL programs are intended to provide a learning program focus linked to priority areas in the labour market and/or to job opportunities.

For further information, please contact Dr Cornelia DeBrincat, Program Manager, VCAL, on (03) 9032 1726 or [debrincat.cornelia.c@edumail.vic.gov.au](mailto:debrincat.cornelia.c@edumail.vic.gov.au). Please refer to [Notice to Schools 103/2017](#).

See also [Administrative Advice](#).

### VET Statewide Workshops

The VCAA is conducting VET Statewide Workshops to deliver VET sector information for schools and providers. Key activities will include VCE VET Program updates, proposed changes to scored assessment, Training and Education (TAE) and Permission to Teach requirements for trainers and assessors, block credit recognition, structured workplace learning (SWL) credit and future directions.

The Department of Education and Training (DET) will be conducting sessions covering improving delivery of school-based apprenticeships or traineeships (SBATs) and initiatives to enhance VET delivered to secondary students in government schools.

This is an important professional development day that will help shape future policy direction for VET delivered to secondary school students. Any stakeholders with an interest in high quality and appropriate VET are invited to attend, including Senior School Leaders, school VET Coordinators, Careers Coordinators, registered training organisations (RTOs), VET teachers, Local Learning and Employment Networks (LLENs), Cluster Coordinators and other staff who are involved in VET.

The 2017 VET Statewide Workshops will be conducted in 14 metropolitan and regional locations during November.

<b>Date</b>	<b>Location</b>
Thursday 2 November	Melbourne (Parkville)
Thursday 9 November	Wangaratta
Friday 10 November	Bendigo
Tuesday 14 November	Dandenong Shepparton
Wednesday 15 November	Morwell
Thursday 16 November	Bairnsdale Geelong
Friday 17 November	Ballarat
Monday 20 November	Mildura Preston
Wednesday 22 November	Ringwood
Wednesday 29 November	Horsham
Thursday 30 November	Warrnambool

Information regarding locations and registrations is available on the [VET Professional development web page](#).

### VCE VET Program examination assessors

The Assessment Operations Unit is seeking additional assessors of examinations in a number of VCE VET programs. Current teachers of scored Unit 3 and Unit 4 programs who may wish to be considered should contact the VET Unit [vet.vcaa@edumail.vic.gov.au](mailto:vet.vcaa@edumail.vic.gov.au).

### VCE VET Health scored assessment workshop

Expressions of interest are sought for the VCE VET Health scored assessment workshop, to support the introduction of scored assessment for 2018 for the VCE VET Health program. This workshop is scheduled for mid-November 2017, in metropolitan Melbourne; date and venue details are yet to be confirmed.

The workshop will include:

- activities to assist in designing tasks to assess units of competency and comply with the VCAA task requirements
- advice on using VCE VET scoring criteria
- an appraisal of a sample task
- resources to support scored assessment
- networking opportunities to share tasks and ideas with other assessors.

The workshop activities are designed for all teachers/trainers and assessors of the scored VCE VET Health program.

Please [register your interest in this workshop](#) online.

### VCE VET Scored Assessment Audit

School Coursework Audit Notification (SCAN) emails are being sent to selected schools and RTOs for the 2017 audit of their scored VCE VET programs. It is important to follow the instructions included with the email. Please note that as the Assessing Group has been identified for 2017 on VASS this will be the selected school/ RTO for this year's audit.

The school/RTO identified as the Assessing Group has the responsibility of providing the audit material to the VCAA. Questions regarding the audit can be directed to the VET Unit on (03) 9032 1737.

### 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.

To date, the VCAA has received a number of EOIs across a range of industry areas. We have extended the EOI closing date, so there is still time to register your interest.

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 30th September.

### Review of block credit recognition

The VCAA will be undertaking a review of the block credit recognition policy. The survey is now closed and feedback gathered will inform proposed models for consultation and further investigation. The VCAA will be seeking input from schools and RTOs during the next phase of this project.

### VET promotional project

During 2017–2018 the VCAA is undertaking a project to develop promotional materials to support the delivery of VET for secondary students. The VCAA VET Unit would like to hear from schools that would be prepared to profile their VCE VET Programs or students' achievement in VET. Please email [vet.vcaa@edumail.vic.gov.au](mailto:vet.vcaa@edumail.vic.gov.au) if you have examples of student success stories, best practice models, innovative program delivery, industry-relevant assessment and partnerships. Further updates and project activities will be provided in future editions of the VCAA *Bulletin*.

### Structured Workplace Learning (SWL) credit project update

The SWL pilot project is progressing. Some of the activities undertaken include:

- development of 26 Workplace Learning Records (WLRs) to be used by students to collect evidence of learning in the workplace
- testing of the WLRs by pilot schools and students
- circulation of draft 'Assessment Guidelines to credit for SWL' to pilot schools
- employer visits to receive input and feedback
- investigation into the duplication and similarities between assessment in VCE Industry and Enterprise, VCAL Work Related Skills and the WLR.

Pilot schools have provided feedback regarding the process and assessment requirements, which will allow the VET Unit to finalise a report and recommendations.

### VCE VET Building and Construction

The current VCE VET Building and Construction program is drawn from 22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-apprenticeship. The 22216VIC Certificate II in Building and Construction is set to expire on 31 December 2017. The Pre-apprenticeship was reaccredited on August 16 2017 as 22338VIC Certificate II in Building and Construction Pre-apprenticeship. Available at the [program website](#).

The formal approval of the revised VCE VET Building and Construction program is yet to take place. When approved, it will be published on the VCAA VET webpages and schools will be notified through the *VCAA Bulletin*.

Schools should consult with their RTO partners to ensure that the new qualification will be added to scope for delivery in 2018. It is anticipated that all new enrolments will be in the 22338VIC Certificate II in Building and Construction Pre-apprenticeship from 2018. Current students can continue their training in 22216VIC Certificate II in Building and Construction until the end of 2018.

#### **Construction induction**

Teachers delivering the CPCCWHS1001 Prepare to work safely in the construction industry should note that there is a requirement for all assessors to hold the unit CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry or its successor unit in the Assessment Conditions of this unit of competency.

Teachers should speak to their RTO and school, RTOs must ensure that they are meeting this requirement.

### VCE VET Engineering Studies

The current 22209VIC Certificate II in Engineering Studies is scheduled to expire on 31 December 2017. The draft course is currently awaiting accreditation. Further information will be provided in the next edition of the *VCAA Bulletin*.

### High-level VET qualification applications

Providers and schools planning to deliver high-level VET qualifications in 2018 are reminded that an application must be submitted and approved prior to commencement of any training.

The revised application form and information for high-level VET qualifications is available on the [VET block credit recognition](#) webpage.

### 2017 Validation of student addresses – postal and email

In October, the Student Records and Results Unit will undertake validation of student addresses for all students enrolled in a VCE Unit 3 or Unit 4 study in 2017. This process occurs in conjunction with Australia Post to maximise the successful delivery of final results to Year 12 students.

If a school has student addresses that do not conform to Australia Post standards, the VCAA will email schools and provide a reason for the error. Schools should review incorrect addresses and amend as necessary. If all addresses are correct, schools will not receive a notification and no action is required.

Before the validation process starts, principals should ensure that student addresses are current and correct for all students enrolled in a Unit 3 or Unit 4 study in 2017.

In addition please be aware that the VCAA is continuing to collect student email addresses for the 2017 results delivery. Students should be given the opportunity to submit an active email address that is accessible by the student during the release of results in December through to April 2018 for communications regarding the Premier's Awards.

Student email addresses should be an email address nominated by the student.

The VCAA preference is for a personal email address for each student, but we do understand that some schools may prefer the school-based email address to be used. If this is the case, schools would need to ensure that the school email address remains active up to the end of April in the year following graduation. The field is not compulsory and students can make their own decision about whether or not they provide an email address.

For more information, contact the Student Records and Results Unit on (03) 90321741.

### 2017 Special Provision Review (Specific Learning Disorders) – stakeholder consultation

During 2017 the VCAA reviewed the Special Provision Review categories of Specific Learning Disorders (SLD) and Significant Health Impairment (Mental Health), considering relevant issues and information from stakeholders.

Stakeholder feedback on Specific Learning Disorders can be provided via an online survey available on the [Special Provision Review](#) page on the VCAA website from **Thursday 14 September to Thursday 28 September**. Please refer to [Notice to Schools 102/2017](#).