

Principal
 Curriculum Coordinator
 PD Coordinator
 P-10 Teacher

P-10 Supplement

Information about Prep to Year 10 education
in Victorian schools

CONTENTS

Music Annotated Work Samples PD program	2
Participation in AIM testing for 2003	3
CSF Sample Units – Information and Communications Technology	4
CSF Sample Units – English and Mathematics Years 8–10	6
The Quest for Questions	8
Calculation of AIM Results	9
AIM Professional Development 2003	11
About AIM on the web	11
VCAA Calendars	12

Key Dates P-10

AIM Professional Development continues to 28 November

Distribution of VCAA Calendar
November 2004

Distribution of CSF Annotated Work Samples Professional Development materials
November 2004

Australian Mathematics Competition – Reminder of New Date

The 2004 Australian Mathematics Competition for Westpac Awards will now be held on Thursday 29 July.

2004 AIM Tests
3 and 4 August

Music Annotated Work Samples

The VCAA recently published the Arts (Music) Annotated Work Samples with all schools receiving copies of the CD-ROM during October. The Annotated Work Samples in all key learning areas (KLAs) are designed to assist teachers to develop a common understanding of CSF standards and to make reliable and consistent judgments about student achievement.

Professional Development

During October and November, the VCAA held a series of 13 professional development workshops across the state to familiarise primary and secondary teachers with the Music Annotated Work Samples, Assessment Tasks and Professional Development materials.

Feedback from participants in all regions has been overwhelmingly positive. Workshop participants were particularly enthusiastic about the Music Annotated Work Samples (AWS) CD-ROM. Mark Gardiner, who teaches Years 9 to 12 at Methodist Ladies' College was positive about its useability:

'I think the CD-ROM has been very well put together and will prove to be a valuable tool for all of us ... it is incredibly detailed, very easy to navigate.'

See page 2 for a report of the program.



Participants at a Music workshop in Sunshine

Music Annotated Work Samples PD program

What have primary specialists, secondary class teachers and instrumental music teachers from Warrnambool to Sunshine and Bairnsdale to Mildura had in common recently? Besides their well-known commitment and passion to Music education they participated in workshops across the state (equipped with laptops) to try out The Arts (Music) Annotated Work Samples CD-ROM and to discuss the work of 10- to 16-year-old music students.

Examples of student work they considered include:

- a rap composition by a Year 7 boy
- solo flute and clarinet performances by Year 9 girls
- compositions called 'Star Discovery', 'Houston, we have a problem' and 'Cancer the Crab Constellation' created by Grade 5 and 6 students
- a student's interpretation of a Debussy piano prelude
- student compositions based on the chord progression from Gershwin's 'Summertime'.

The VCAA gathered a wide range of experienced music specialists for workshop presenters including music educators from primary, secondary, classroom, instrumental and tertiary settings.

This program has been a stimulating and useful forum for music teachers working in different contexts to meet and discuss the Annotated Work Samples and other issues that arise in implementing the Music strand of the CSF. Discussion and activities focused on:

- the range of tasks and media (audio, video and text) that can be used to assess student achievement
- ways of recording student outcomes
- planning units of work that can be implemented across instrumental and classroom programs

- ways that music can be linked with units of work in other KLAs
- ways that annotations can be used to contribute to formal reporting processes, to substantiate 'on-balance' judgments, and to provide feedback to students
- ways that Annotated Work Samples can contribute to discussion about models for student 'digital portfolios'
- contribution of music tasks to a 'thinking curriculum', for example considering composing in terms of problem solving and/or rich tasks
- the range of ways that technology is being used to plan and implement music programs.

New Session

To cater for demand an additional session has been organised for 28 November 2003 at Ivanhoe. For details, see the VCAA website at: www.vcaa.vic.edu.au/csf/WorkSamples/websiteinfo.htm#artsMusic or contact Tony Norman on (03) 9651 4671.

Music Annotated Work Samples PD kits

Participants in the workshops received PD kits containing an outline of the professional development program (PowerPoint presentation and speaker notes) and workshop support materials in hard copy and CD-ROM.

Schools not represented at the workshops will receive the kit of PD materials during November. The kits will help facilitate professional development activities at the school level.



VCAA Arts Project Officer, Helen Champion discussing an activity with teachers at the Bendigo workshop

Additional copies of Music CD-ROM

Schools requiring additional copies of the Music Annotated Work Samples CD-ROM may order through:

Information Victoria
356 Collins Street
Melbourne
Phone **1300 366 356 (Australia)**
Fax: **61 3 9603 9920**.

An order form is available on page 10 of this supplement or can be downloaded from the VCAA website at: www.vcaa.vic.edu.au/csf/WorkSamples/websiteinfo.htm#order



Teachers using laptops to explore features of the CD-ROM at the Sunshine workshop

Participation in AIM testing for 2003

The highest number ever of students and schools participated in the 2003 AIM Assessment program for Years 3, 5 and 7. This high participation rate for schools and students (see Table 1) is an acknowledgment by Victorian educators and the community in general of the value of AIM testing. Such strong

support has enabled the VCAA to provide valuable trend data to individual schools and key policy makers.

The tables below indicate the numbers of students and schools for government, Catholic and independent sectors that participated at each level (see Tables 2 to 4).

As part of the AIM program, the VCAA also successfully conducted online testing for Year 7. A large number of students was involved in this pioneering program (see Table 5), Australia's first online, writing test.

Table 1. TOTAL PARTICIPATION RATES IN THE AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR

	Students
Government	120 181
Catholic	42 122
Independent	21 000
TOTAL	183 303

Table 2. PARTICIPATION RATES IN THE YEAR 3 AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR

	Schools	Total Schools	Students
Government	1280	1287	42 637
Catholic	391	391	14 003
Independent	178	191	5078
TOTAL	1849	1869	61 718

Table 3. PARTICIPATION RATES IN THE YEAR 5 AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR

	Schools	Total Schools	Students
Government	1284	1286	42 656
Catholic	369	396	14 073
Independent	177	191	5678
TOTAL	1857	1873	62 407

Table 4. PARTICIPATION RATES IN THE YEAR 7 AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR

	Schools	Total Schools	Students
Government	320	335	34 888
Catholic	106	108	14 046
Independent	143	148	10 244
TOTAL	569	591	59 178

Table 5. PARTICIPATION RATES IN THE YEAR 7 AIM ONLINE TEST PROGRAM 2003 BY SECTOR

	Total Schools	Total Students
Government	27	3096
Catholic	11	1800
Independent	9	1128
TOTAL	47	6024

CSF Sample Units - Information and Communications Technology

The Sample Units: Information and Communications Technology is a new and exciting resource, currently being developed by the VCAA to support teachers working with the CSF and information and communications technology in the classroom. The resource consists of units for each level in each key learning area, including four integrated units at CSF levels 1, 2, 3 and 5.

The resource is designed to assist teachers to enrich student learning through the use of ICT knowledge and skills appropriate for each key learning area. Careful selection of software tools and software functions means that the use of ICT in each unit is directly linked to the acquisition and/or application of knowledge and skills specified for each level.

Teachers will soon be able to access *Sample Units: Information and Communication Technology* in PDF format on the VCAA website at <www.vcaa.vic.gov.au>. ICT Sample Units in English will be available in November and units in all key learning areas will be added to the website progressively.

An interactive CD-ROM version of the resource will be distributed to schools in 2004. The CD-ROM will include:

- 52 sample units
- student Worksheets available in Microsoft Word format that can be modified
- an ICT Teacher Resource that provides a reference for various functions
- a PDF version of each unit for printing
- hyperlinks to the CSF, Student Worksheets, ICT Teacher Resource and websites
- ICT charts for each KLA and for each level
- links to other VCAA resources including Vocational Learning, Annotated Work Samples, Sample Units: Mathematics 8–10, Sample Units: English 8–10.

Excerpts from a Science Level 1 unit (PDF version)

Information and Communications Technology
Day and Night

SCIENCE Level 1

Contents

- Introduction
- Learning outcomes
 - Links to other key learning areas
 - ICT chart reference
- Unit objectives
- Prior learning
- Teacher notes
 - Activity 1: Day and night stories
 - Activity 2: What do you know about day and night?
 - Activity 3: What did you see?
 - Activity 4: Adding a picture
 - Activity 5: A class observation
- Assessment
- Resources
- Student worksheets

Teacher notes

The classroom activities in this unit are influenced by a range of factors, including the accessibility and location of computers, preferred teaching styles, students' learning styles and time.

The activities are designed for students move through a sequence of experiences and observations that assist in the development of their understanding of the world.

Activities in the units across the key learning areas allow students to do such things as:

- enter results related to individual fitness onto a database (Health and Physical Education)
- import graphics to write a rebus story (English)
- create an invitation (LOTE)
- enter data onto a spreadsheet to create bar graphs (Mathematics)
- draw and paint pictures electronically to illustrate a life cycle (Science)
- search the Internet for information on weather conditions (SOSE)
- develop a graphic symbol for solar energy (Technology)
- produce a calendar collage (The Arts).

'The CSF encourages full use of the flexibility and value for teaching and learning programs provided by the increased application of information and communications technology (ICT). The CSF assumes that students will use a range of information and communications technologies from the earliest years. The CSF acknowledges that through the use and integration of ICT, students are quickly developing new capabilities and that teachers have greater choice in creative teaching, assessment techniques and connections to students learning at home. The knowledge and skills in each key learning area incorporate many new possibilities opening up through developments in information technology.'

Overview to the CSF II page 10

Tr
Science Teacher

Information and Communications Technology

Level 1

to build on students' natural curiosity with the world and relate appropriate words to scientific ideas in and classify different features into day and night.

comes

Workbooks and indicators for level 1 Science are: appropriate language, scientific explanations of the chemical, physical and biological processes, and the use of appropriate scientific methods in describing scientific phenomena. This includes the use of appropriate language and methods in an experiment or the undertook.

ives

to enable students to:

- make observations during science activities
- make predictions, using simple statements
- use simple diagrams and programs to represent scientific ideas.

adding a picture

4 (page 9) as an electronic file, students add a clip art picture to their worksheet. A class helper can provide assistance. Students can choose a clip art gallery and insert in the box. Inserting Clip Art (refer to ICT 1) assists classroom helpers in the process of inserting clip art.

their picture day or night. Teachers or classroom helpers encourage students to write a sentence about their picture. Alternatively teachers or classroom helpers can write the student sentence onto Worksheet 4 (page 9).

Information and Communications Technology Chart

APPLICATION	LEARNING REQUIREMENT	THE ARTS	ENGLISH	SCIENCE
File Management - opening - saving - deleting - organizing	creates folders/subfolders	creates folders/subfolders	creates folders/subfolders	creates folders/subfolders
Word Processing - opening - editing - printing - formatting - spellchecking	types, imports and formats data to produce specialist documents	e.g. types text, imports artwork (photographs and sounds) into to produce programs for without production.	e.g. writes a formal letter to complete about a faulty product	e.g. 24 hours the job done, mostly, class
Graphics - opening - printing - importing - saving	draws, imports and adds graphics to create images	e.g. creates various shapes and features (lines, rectangles and circles) to create simple graphics (e.g. a letter for a science or history class)	e.g. uses their features to create a poster or business card for the school or a community group	e.g. 24 hours the job done, mostly, class
Multimedia - opening - creating - saving - printing	creates and imports different data to electronically produce files	e.g. uses software to create and import images and video into a multimedia presentation	e.g. uses photographs and sounds to create a report on a topic suggested by the teacher	e.g. 24 hours the job done, mostly, class
Electronic Communication - opening - sending - receiving - downloading	creates and sends messages with attachments	e.g. creates and sends a letter to a friend or a family member and a text file that reports on the process used and place involved in the research, and sends them to a friend or another school	e.g. establishes a contact connection to exchange information and personal writing	e.g. 24 hours the job done, mostly, class
Databases - opening - editing - saving - deleting - printing	creates, edits and adds data to existing files	e.g. creates a file to store information about the weather and temperature and pressure of areas in a particular month	e.g. creates an existing database and adds data on a subject specific words and phrases	e.g. 24 hours the job done, mostly, class
Spreadsheets - opening - calculating - saving - printing	creates spreadsheets to be calculated and store information			
Desktop Publishing - opening - editing - saving - printing	creates text and graphics and imports into prepared templates	e.g. creates a page of text, images and graphics for a poster or brochure including a description of features and processes, images of the process, and a list of the things to be produced		
Standardisation - opening - saving - printing - data logging	participates in interactive programs			

ICT charts
In response to requests from schools, the ICT wall charts, published in 2000, have been updated. Charts have been produced for each CSF level for inclusion on the CD-ROM. The charts map the ICT requirements for each level across all key learning areas. The charts also identify those ICT examples for which fully developed sample units are provided.





Assessment

can be assessed against CSF learning outcomes and indicators as shown in the Assessment Table below. Suggested strategies for collecting assessment data.

Process	Relevant indicators	Gathering assessment information
Science 10/11/12	Science 10/11/12 The appropriate words to describe the process, the results of the experiment, and the steps involved in the process.	Observe students as they are observing and writing. Words added to pictures, record observations.

SW
Student Worksheet


3: What do you know about day and night? Label each picture day or night.


Student Worksheets
Student Worksheets are available in Microsoft Word format. Teachers can use the Worksheets as presented or adapt them to suit the learning needs of their students.

CSF Sample Units - English and Mathematics Years 8-10

The VCAA is currently developing sample units in English and Mathematics designed to engage students in Years 8–10 who may be considered at risk of not completing their schooling and to prepare students for successful completion of Years 11 and 12.

The sample units consist of teacher resources  which include:

- student activity descriptions
- references to CSF learning outcomes and key competencies
- teaching, learning and assessment activities supported by detailed teaching notes.

Student worksheets  that can be photocopied and distributed to students and modified to suit particular groups are also included.

In addition to providing practical materials and resources, the sample units may also be used by teachers as guides for designing their own units of work.

The 8–10 sample units emphasise authentic tasks, project oriented activities and engaging texts or topics. For example, in the English sample unit, *Organising an excursion*, students follow a step by step guide to organising, undertaking and evaluating an actual excursion. In the text focused unit, *Zines and magazines*, students research the popular medium and publish their own zines.

The Mathematics units also emphasise practical approaches and authentic tasks. Examples include:

- an exploration of exponential growth and decay in *Atoms, babies and bacteria*
- a hands on investigation of spatial considerations in the construction of a *Solar house*
- probability and statistical analysis of games in *Sports simulations*
- number play leading to the algebra of patterns in *Calendar mathematics*
- a mathematical journey from *Fibonacci to Federation* that begins with a famous number pattern and ends with the architecture of Federation Square.

As with the ICT Sample Units (see pages 4–5), PDF versions will be available progressively on the VCAA website <www.vcaa.vic.edu.au/csfsampleunits/index.htm> during Term 4.

A CD-ROM containing all units will be provided to all secondary schools in Term 1 2004.

Excerpts from an English Sample Unit (PDF version)

Sample Unit Years 8-10
Travellin'
English Levels 5 and 6

Contents

Introduction
Unit objectives
Curriculum focus
Activities
Activity 1: Getting around
Activity 2: Analysing the information
Activity 3: Making a difference
Activity 4: Organising a holiday tour
Activity 5: Advertising the tour
Activity 6: It's personal
Activity 7: Presenting a portfolio
Teacher notes
Using the worksheets
Preparation
Teaching approaches
Unit summary
Assessing this unit
Information and communication technology
Resources
Student worksheets

Introduction

In *Travellin'*, students undertake a series of project and research-oriented activities based on transport. They are given the opportunity to work both individually and within groups, and to write, design and present their material in a variety of spoken and written styles.

Travellin' draws on students' experiences and knowledge of the various forms of transport they use or would like to use. Students enter the unit as active participants using prior knowledge as the basis for early work.

These sample activities can be used either as a sequential unit of work or as single or combined activities. Activities include:

- investigating local issues regarding transport issues
- writing a personal response on a chosen transport issue
- planning travel and producing a viable itinerary within a given budget
- writing promotional material for a travel package
- researching and reporting on a useful Internet site related to travel
- preparing a submission to a local government body, transport authority or industry.

Writing a submission

You have already developed a possible solution to a transport problem in your area. In this activity, you are going to write a submission proposing that solution to the organisation or people who can do something about the problem. Ask yourself: How can I use the information I have gathered to show people I have a good case for change?

Purpose

In writing a submission, your aim is to do two things — inform and persuade. You need to give your reader information and persuade them to agree to your proposal.

First, write a short, clear statement of your purpose, for example:

My purpose is to present information about the lack of public transport in...

Assessing Activity 2

In this activity, students are required to analyse and offer solutions to a problem or problems. Students' notes, diagrams and responses to the worksheet are useful sources of assessment information. Assessment in terms of the English Strategic subtext and the key competency of solving problems is appropriate for this activity.

CSF learning outcomes

Reading

Use strategies to select resources, locate, interpret and synthesise key information from a range of texts, resources.

Key competencies

1. Communicating ideas and information.
2. Working with others and in teams.
3. Using mathematical ideas and techniques.
4. Solving problems.

Tr

Activity 2: Analysing the information

Part 1: What's the problem?

In Activity 1, students identified transport problems in the local area. In this activity they analyse the problems, determine its cause and attempt to come up with a viable solution.

In discussion with the whole class, list the problems identified in Activity 1. Reform students into their small groups (combine any pairs formed for Activity 1), perhaps using a jigsaw strategy (refer to Teaching and learning resources). Groups work with the problem or problems according to their interests. **WORKSHEET 2.1** (two pages) guides students through steps needed to analyse the problem. Students should form a clear statement outlining the problem and its cause. They should work the basic cause of the problem, not merely the immediate cause. For example, lack of investment in the

Tr

Sw

What's the problem?

You have already identified some transport problems in your area. Now:

1. Choose one particular problem.
2. State the problem clearly and write it in one or two sentences.
3. Now, write a list of the group or groups of people who are affected by the problem — for example, frail elderly people, young people without a driver's licence, rollerbladers, people who live in remote areas. This helps you to be clear about the effect of the problem on groups it need in your area.

Research the cause

Activity descriptions are supported by student worksheets that can be modified by teachers to suit their students.

Unit summaries provide assessment information related to each activity.

Tr

Unit summary

Travellin'	CSF learning outcomes	Key competencies	ICT skills
Activity 1 Getting around	ENSL0401: Indicator 1 ENSL0501: Indicator 1 ENWH0502: ENWH0504: indicators 1 and 2	<ul style="list-style-type: none"> Collecting, analysing and organising information Communicating ideas and information Working with others and in teams Using technology 	<ul style="list-style-type: none"> Word Processing Level 4 Keys, imports and formats data to produce specialised documents Database Level 5 Structures fields, enters data and prints sorted reports
Activity 2 Analysing the information	ENRE0504: Indicators 2, 3 and 4	<ul style="list-style-type: none"> Communicating ideas and information Working with others and in teams Using mathematical ideas and techniques Solving problems Using technology 	<ul style="list-style-type: none"> Electronic Communication Level 5 Uses search engines to locate specific information on the Internet and downloads files
Activity 3 Making a difference	ENSL0501: Indicator 1 ENWH0501: Indicator 3 ENWH0502: Indicator 3 ENWH0503: Indicators 2-4 ENWH0504: Indicators 1-5	<ul style="list-style-type: none"> Collecting, analysing and organising information Communicating ideas and information Working with others and in teams Using technology 	<ul style="list-style-type: none"> Desktop Publishing Level 5 Creates text and graphics, designs layouts and imports templates
Activity 4 Organising a holiday/tour	ENRE0501: Indicator 2 ENRE0502: Indicator 5 ENRE0504: Indicators 2 and 4 ENWH0502: Indicator 1 ENWH0503: Indicator 1	<ul style="list-style-type: none"> Collecting, analysing and organising information Communicating ideas and information Planning and organising activities Working with others and in 	<ul style="list-style-type: none"> Desktop Publishing Level 5 Creates text and graphics, designs layouts and imports templates

provide students ed tasks

other worksheets a CSF m is

formation and

The Quest for Questions

Writing statewide tests is more involved than you may think. Considerable time is spent ensuring that the results of AIM tests are an accurate reflection of Victorian students' CSF achievement levels and that the results can be used by educators to improve the standards of literacy and numeracy in our state.

Each year the VCAA's P-10 test development team spends weeks in a quest for the right set of questions. To begin with, test developers write hundreds of draft questions. Each question is written to a CSF outcome and assigned a CSF level. Care is taken

to ensure that the questions are accessible to students and do not encourage gender, language or cultural bias.

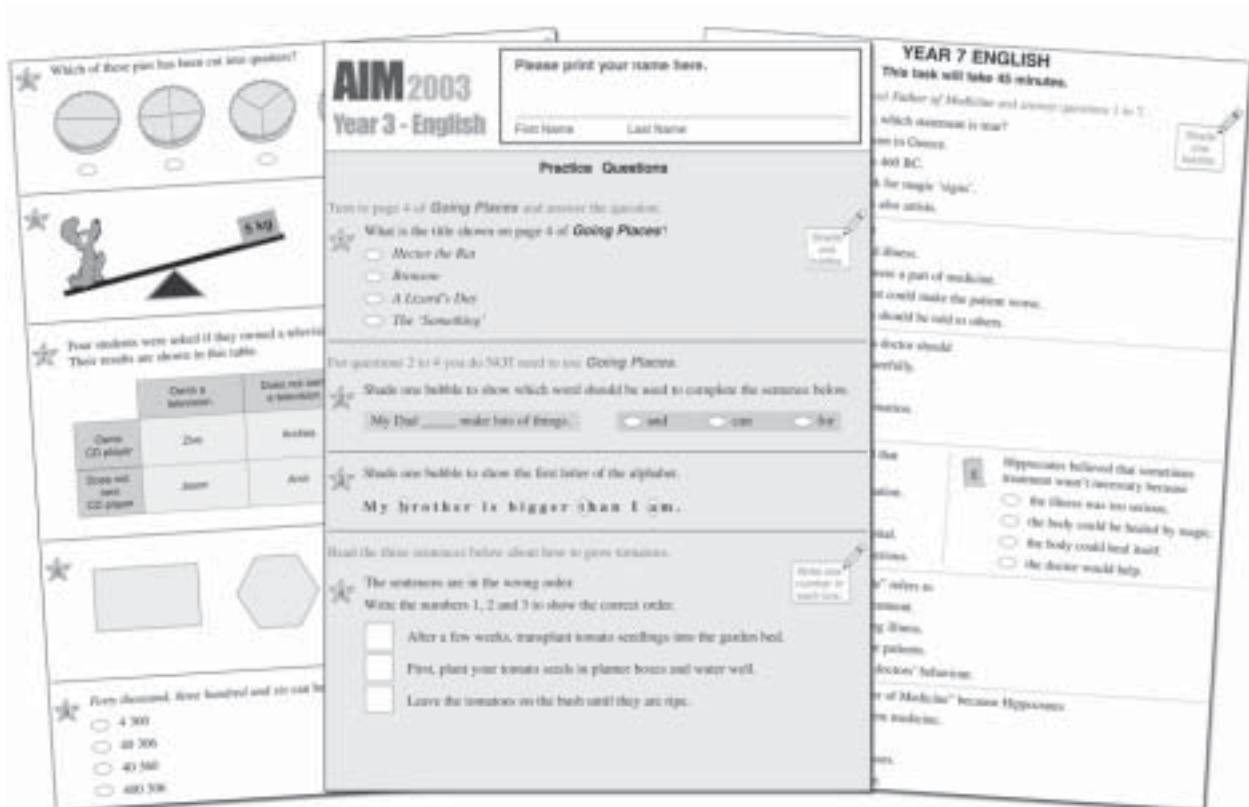
Panels of experts then review individual questions. These experts are chosen for skills that include:

- classroom experience
- knowledge of test theory
- curriculum expertise
- expertise in specialty areas such as teaching English as a Second Language.

After this first review, some questions are disregarded and others rewritten. Trial papers are then

constructed according to a predefined structure that dictates elements such as the right balance in the degree of difficulty of the questions. These papers are reviewed again, this time with a focus on how the questions in each test fit together and whether or not the test meets structural requirements.

To ensure that questions perform as they are expected to they are first tested interstate. This year, students in approximately 30 interstate schools will sit a variety of different papers. The results from the trials will be used to decide the final AIM tests for 2004.



Calculation of AIM Results

Teachers and parents frequently ask how the AIM test scores are linked to CSF levels.

An important part of the process of the AIM project is the mapping of student's test scores to CSF levels. The model used to convert the test scores is based on what is termed 'Item Response Theory'. For Reading and Number testing this is a simple, one-step process.

The process is a little more complicated for Writing, Spelling and Mathematics because students attempt a

number of tasks in each of these areas. Student test scores across the different tasks (see table below) are then combined to identify the CSF level.

As each task in Writing, Spelling and Mathematics is given a weighting, some tasks have a greater influence on a student's final result than others.

Weightings are used to:

- reflect curriculum balance
- adjust for the difference in maximum possible raw scores in each component task
- compensate for variations in teacher assessed component tasks.

Need help with your AIM results?

Just a quick reminder that professional development sessions are being held until 28 November. They are designed to help teachers understand how to access, interpret and use the AIM test data.

All the relevant information can be found at:
www.vcaa.vic.edu.au/aim/index.htm

See page 11 for a report of the program.

The table below shows the percentage weighting applied to each task.

WRITING	PERCENTAGE WEIGHTINGS
• Centrally Assessed Task	50
• Teacher Assessed Task	35
• Writing convention questions from the English test paper	15

SPELLING	PERCENTAGE WEIGHTINGS
• Dictation	50
• Editing questions from the English test paper	30
• Score given for spelling in the centrally assessed writing task	20

MATHEMATICS	PERCENTAGE WEIGHTINGS
• Mathematics test paper	90
• Teacher Assessed Task	10

In order for a CSF level to be calculated, a student generally needs to have attempted tasks that total 50 percent or more of the final weighted results in each area of study. For example, a student who only completes the centrally assessed Writing task will receive a CSF achievement score in Writing. However, a student who attempts only the Teacher Assessed Task in Mathematics will not receive a CSF achievement score for Mathematics.

A student who is absent for part of the test, but still qualifies for a CSF score, is not penalised for the missing component. For example, the final Writing achievement score for a student who was absent for the teacher assessed writing task would be based only on the student's results for writing conventions and the centrally assessed writing task.

**CURRICULUM AND STANDARDS FRAMEWORK (CSF)
ANNOTATED WORK SAMPLES**

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



DELIVERY

ORDER FORM

CSF Annotated Work Samples	Unit Price \$	Quantity	Total
English	19.80		
LOTE (French, Chinese and Indonesian)	13.20		
Health and Physical Education	19.80		
Mathematics	19.80		
Science	19.80		
Studies of Society and Environment	19.80		
Technology	19.80		
The Arts (Music)	13.20		
Subtotal			\$
Add postage and handling fee (see facing page)			\$
Total			\$

POSTAGE (includes GST)

Total value of goods	Postage and handling fee
\$1 to \$20.00	\$3.80
\$20.01 to \$100.00	\$6.50
\$100.01 to \$300.00	\$8.65
Over \$300.01	at cost

PAYMENT METHOD

Pay by cheque/money order

Please find enclosed a cheque/money order to the value of \$ _____
made payable to Information Victoria

Pay by Credit Card *(please tick)*

Visa Bankcard Mastercard American Express

Credit Card No: _____ Expiry date: _____

Cardholder's Name: *(please print)* _____

Signature: _____

**ORDERS MUST BE PAID IN FULL OR ACCOMPANIED
BY A PURCHASE ORDER.**

Deliver to: _____
Mr/Mrs/Ms _____
School _____
Address _____
Postcode _____

Telephone _____
Facsimile _____ Email _____

Send this order to:
Information Victoria
356 Collins Street, Melbourne 3000
Telephone: 1300 366 356 (Australia wide)
Fax: 61 3 9603 9920

Only mail orders will be accepted.

Account customers: please supply purchase order and account number



COLLECTION NOTICE

The information you have provided is collected by Information Victoria for the purposes of responding to your order. The information is collected and stored under the *Public Records Act 1973*. The information will only be used for the purposes for which you provide the information. Information Victoria is committed to maintaining the privacy of personal information and will adhere to the *Information Privacy Act 2002*.

Should you have any queries or wish to gain access to your personal information held by this agency, please contact our Privacy Officer on (03) 9651 1280 or by writing to that officer at Level 2, 1 Treasury Place, East Melbourne 3002.

AIM Professional Development 2003

The AIM professional development program is currently underway. Workshops have begun throughout the state for school principals, teachers of Year 3 and Year 5, teachers of Year 7 English and Mathematics and curriculum management leaders. The first of these proved to be very popular and many sessions are over-subscribed.

The workshops are designed to brief participants on the National Benchmark comparisons contained in the Parent and School reports, provide an update on the AIM Statewide assessment program for students in Year 3, Year 5 and Year 7 and explore the 2003 AIM data analysis and reporting software for schools.

Feedback from participants to date has indicated that these workshops are very helpful in enabling curriculum management leaders and teachers to

analyse and use the assessment data to monitor and raise student achievement.

Professional development sessions are divided into three main topics:

a) *Writing and selecting AIM test items*

This session explains the process and timeframe involved in the development of test items. Several sample test questions are presented and examined to demonstrate how biases in the test items are overcome. Statistical analysis is used to show how the most appropriate questions are being utilised in the assessment program.

b) *Using the AIM Data report*

This topic includes:

- an in-depth explanation of the 2003 AIM reporting software with reference to the 2003 AIM Reporting Guide and CD-ROM
- presentation and analysis of the different reports – Student Profiles,

Student Responses, Group Summary, Strand Summary, Writing Summary and Trend Data

- explanation and discussion about the box-and-whisker plots in relation to the 'like' school results, State results and individual school results
- a focus on the student responses report in which several sample reports are exemplified and discussed.

c) *Using AIM data for school review*

This topic covers an analysis of the Student Responses Report and the 2003 AIM results. Schools are able to identify their strengths and weakness in various strands of the curriculum to inform their teaching programs.

For further information and a registration form visit:
www.vcaa.vic.edu.au/aim/teachers/aim_pd.htm

About AIM on the web

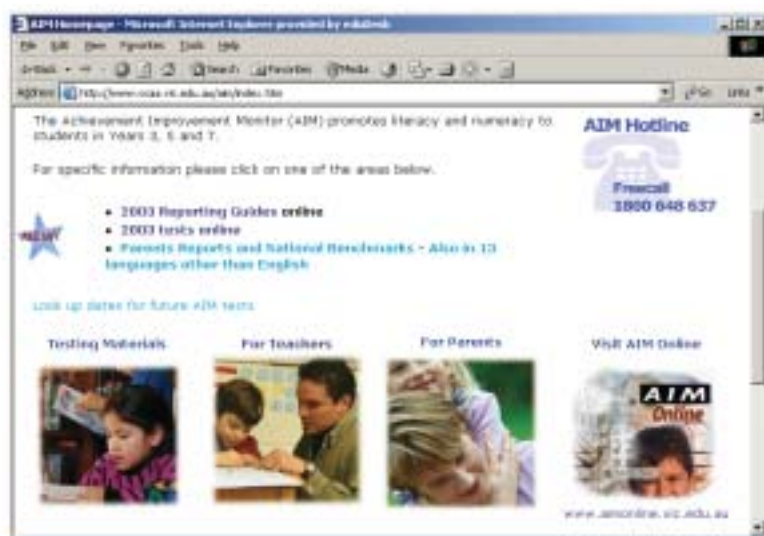
The AIM homepage is a quick and easy way to find information about the AIM testing program for teachers, parents and students. Recent additions to the page include:

- online access to the 2003 AIM tests
- online access to the 2003 Reporting Guide
- details of PD sessions for teachers who are using and interpreting this year's AIM data reports
- information for parents (and teachers) about parent reports and national benchmarks.

For anyone needing information about AIM testing, the AIM homepage is still the best place to start looking. The site describes and explains many aspects of AIM testing, including the VCAA progressive Online testing

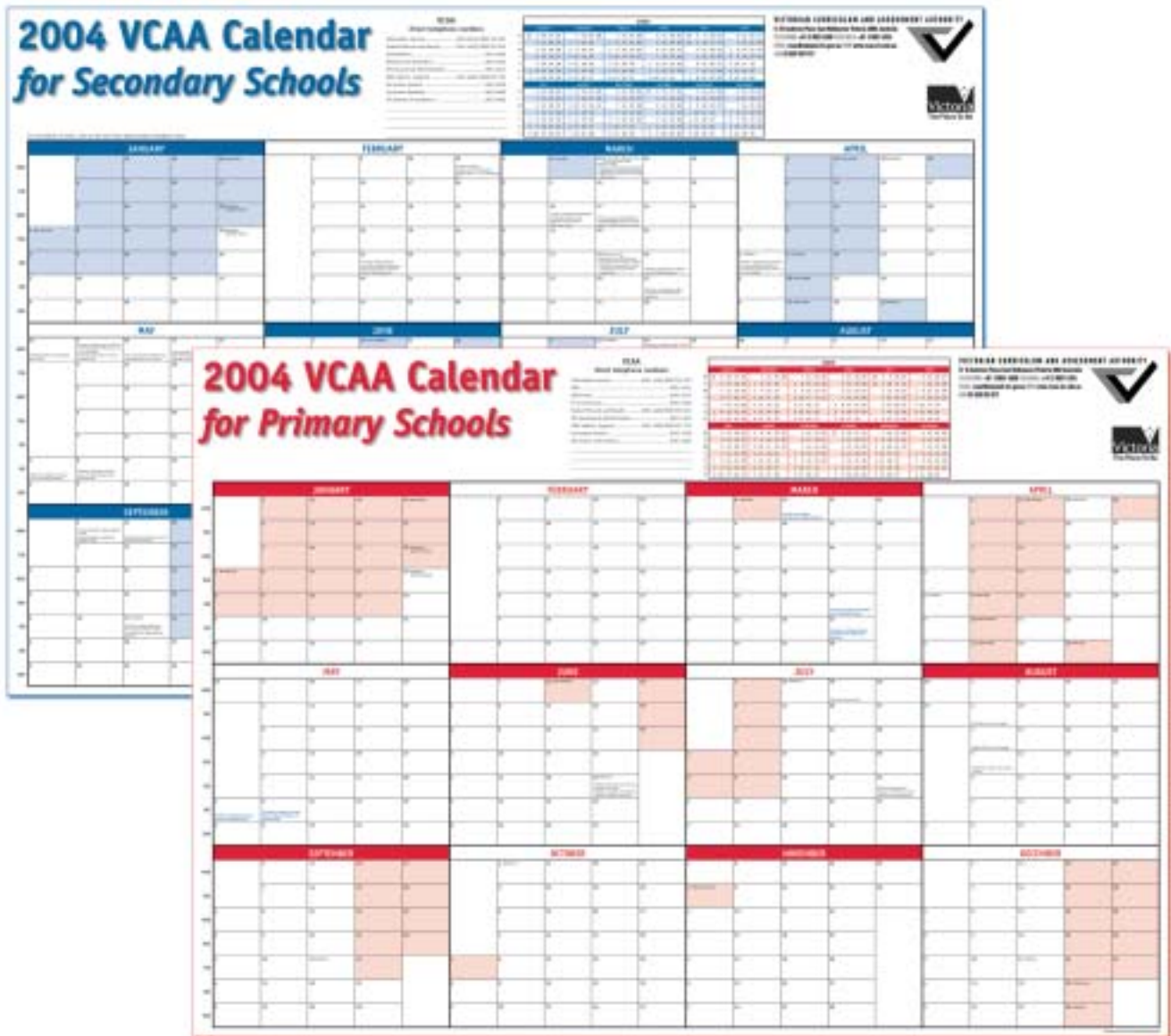
program and provides access to AIM tests from previous years, sample tests and testing dates.

Visit the AIM homepage at:
www.vcaa.vic.edu.au/aim/index.htm



VCAA Calendars

Many teachers will be familiar with the VCE Calendar that has been distributed annually to VCE providers for a number of years. This year, the VCE Calendar has been renamed the VCAA Calendar for Secondary Schools and VCE and VCAL Providers. In addition, 2004 also sees the introduction of a primary calendar – VCAA Calendar for Primary Schools. The secondary schools and VCE and VCAL providers calendar contains key dates concerning VCE, VCAL and AIM, term dates and Season of Excellence information. The primary schools calendar contains dates concerning AIM and other relevant information for primary schools. Both calendars will be delivered to schools before the end of Term 4 2003.



This P-10 Supplement is an adjunct of the Victorian Curriculum and Assessment Authority (VCAA) Bulletin. The VCAA BULLETIN is a monthly publication (excluding January) carrying information and administrative advice about the Victorian Certificate of Education and the Victorian Certificate of Applied Learning.

For subscriptions to the VCAA BULLETIN go to: www.vcaa.vic.edu.au/forms/VCE/bulletin.htm

The VCAA BULLETIN and Supplements are also available online at: www.vcaa.vic.edu.au

Victorian schools only may photocopy this publication for use by teachers and students.

The VCAA does not endorse the products or services of any notices published in the VCAA BULLETIN.

EDITOR Scott Robinson **DESKTOP PUBLISHING** Therese David **EDITORIAL ENQUIRIES:** tel: (03) 9651 4621, fax: (03) 9651 4354, email: vcaa@edumail.vic.gov.au