



SELECTIONS FROM VCE SEASON OF EXCELLENCE

Principal Curriculum Coordinator PD Coordinator AIM Coordinator P-10 Teacher

P-10 Supplement

Information about Prep to Year 10 education in Victorian schools

CONTENTS

National Reporting of student background data	2
Year 9 AIM Assessment program	3
AIM Professional Development 2005	3
On Demand Testing: PD Sessions	3
Year 9 AIM 2006	4
New online marking process	4
English as a Second Language	5
Students with Disabilities Guidelines	5
Parent brochure – Introducing the Standards	5
Altona Meadows PS – setting the standard	6
Commonwealth Games – PD program	7
Validation of the Standards	8

AIM Reports for 2005

AIM Data Service

By now schools will have received their AIM reporting packages for 2005. The package includes.

- Confidential Parent Reports for each student who participated in the AIM tests
- A copy of the AIM 2005 *Reporting Guide – Data*
- Copies of a pamphlet for parents – *Information for Parents*.

It is important that the Parent Reports are delivered in a timely manner as many parents are awaiting the results at the beginning of Term 4. The Parent Reports are confidential documents containing personal information about each student. Given the need for confidentiality, the VCAA asks the school to consider a direct mail out to parents or arrange for parents to collect them directly from the

school. When discussing state-wide test reports with parents, teachers should point out that the information about each child is confidential to the child's parents, the teacher and the school.

The 2005 AIM Reports online were made available to schools via the AIM Data Service at the beginning of October. Schools are advised to access the website by going to the VCAA website at <www.vcaa.vic.edu.au> where they will find a link to direct them to the AIM Data Service website.



The covering letter contains each school's unique User ID to the AIM Data Service. Passwords were sent to school principals in a separate letter for security purposes. User IDs and passwords are the same as for 2004.

Once users log on to the AIM Data Service using their unique user ID and password, they will be able to access the year level results for their school in 2005. Reports for 2004 and 2003 are also available.

Similarly to last year, a generic set of reports for Victoria College (a mock school) is available for viewing by using the user ID 'VICCOLLEGE' and password 'DEMO' for login.

continued: PAGE 2



Year 9 AIM assessment program markers required

There has been a strong response to the VCAA's invitation to schools to take part in the Year 9 AIM tests that will be held in English and Mathematics on 4 and 5 April 2006.

Over 40 000 students will participate in this new assessment program and the VCAA is seeking applications from teachers interested in taking part in the marking project scheduled for April 2006. Experienced secondary school teachers are strongly encouraged to apply.

AIM test marking provides:

- intensive training in the marking of short-answer and extended response questions
- experience in applying current curriculum standards criteria to student responses
- an opportunity for retired teachers and those temporarily not in schools to participate
- insights into the varied approaches applied by students in English and Mathematics tasks and topics.

All marking is completed online and non-metropolitan teachers are encouraged to apply. AIM markers may elect to mark at a metropolitan marking centre or from home provided they have a PC with broadband access.

An application can be registered and further details are available on the VCAA SSMS website at www.ssms.vic.edu.au

AIM Professional Development 2005

As in past years, the VCAA is offering principals, classroom teachers and curriculum leaders the opportunity to participate in a series of three-hour workshops to be delivered during October and November. Teachers interested in the Year 9 AIM testing program in 2006 are also invited to attend the workshops.

Philip Holmes-Smith will be conducting the three hour sessions under contract to the VCAA.

The workshops are designed to assist principals, teachers and curriculum leaders to:

- navigate their way around the Internet-based reporting package

- read and interpret their AIM 2005 school data
- read and interpret the five-year trend data.

The workshop will commence with a 'live' demonstration on how to access the data through the Internet link. The central component of the workshop is designed to assist teachers to interpret the school data to inform classroom practice and improve student achievement. The final segment of the workshop will have a 'whole school' focus concentrating on the interpretation of trend data to inform curriculum and school-wide

policies. There will be opportunities for participants to reflect on their own school data and to seek clarification regarding interpretation of the data.

To register for the AIM 2005 workshops go to:
www.sreams.com.au

If you have any queries please contact Jillian Holmes-Smith by email <holmes-smith,jillian@sreams.com.au> or telephone (03) 9646 9690.

On Demand Testing: PD Sessions

There has been an overwhelming response from schools to the On Demand Testing PD sessions organised for Term 4 2005 – so much so that all places have been filled for all sessions.

To cater for the over-subscription, VCAA is planning to offer further sessions in Term 1 in 2006 for those who missed out on the 2005 program. In addition, new registrants will be accepted into the extra

professional development workshops. Details of the sessions for Term 1 2006 will be published at the beginning of the year. Participating schools will also be notified via an email memo.

Year 9 AIM 2006

The Year 9 AIM pilot will be conducted in April 2006 which will enable teachers, students and parents to receive results before the end of Term 2. As was the case with AIM test booklets at Years 3, 5, and 7 in 2005, each student will receive test booklets with their personal details printed on them. In order for this to be achieved, each participating

school will be required to submit a student personal details file. As tests are held early in the school year, it is necessary to collect **2005 Year 8 student** details by 28 October 2005.

Schools that have registered to participate in the Year 9 AIM pilot in April 2006 will have received details of the process for pre-enrolment of Year 8 students into

the testing program. If you have not received confirmation of your registration or details of the pre-enrolment process, please notify the VCAA as soon as possible by contacting the AIM Pre-enrolment Help Desk on (03) 9651 4472 or toll free on 1800 820 122.

New online marking process successfully implemented

AIM student scripts - marked online for the first time

In August 2005 a team of 150 English and 33 Mathematics markers assisted the VCAA in marking student responses to the English and Mathematics AIM tests.

One hundred and eighty thousand English writing tasks completed by students in Years 3, 5 and 7 were scanned and marked online at two metropolitan marking centres or offsite by teachers at home. In addition, 50 000 Year 7 Mathematics scripts were scanned and marked on screen.

Markers who participated in this year's marking process commented very favourably on the advantages of online marking, which include:

- no handling of test papers
- the flexibility to mark from home
- the opportunity to include non-metropolitan teachers.



Some of the team of 150 involved in AIM English marking, August 2005



Anne Rabach (foreground), Our Lady of Perpetual Succour in Wattle Park and Bernadette Potter from Altona Green Primary School at the marking centre

English as a Second Language

Standards for students with English as a Second Language (ESL) are being developed by the Office of Learning and Teaching, Department of Education and Training in conjunction with the VCAA.

Consultation on the draft document with the education community via stakeholder groups is currently occurring.

The draft standards for ESL link to the English domain in the Victorian Essential Learning Standards but maintain the structure developed in the CSF. The stages in the standards for ESL describe the development of students who are literate in their first language and who have had educational experiences similar to those that would be expected for their age group. The stages are divided into:

- Lower primary (Years Prep–2) stages: A1 and A2
- Middle/upper primary (Years 3–6) stages: B1, B2 and B3
- Secondary (Years 7–10) stages: S1, S2, S3 and S4.

Two additional stages are also proposed for older students who have little or no prior literacy learning in any language and are beginning their schooling in Australia:

- BL – Middle/upper primary students
- SL – Secondary students.

Details on the progress of the standards for ESL will be published progressively in this Supplement and at <http://vels.vcaa.vic.edu.au/eslstandards.html>

Students with Disabilities Guidelines

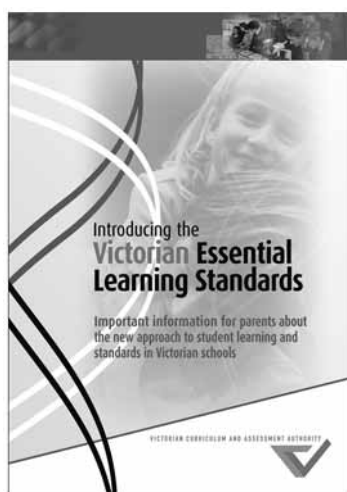
The VCAA is developing the Victorian Essential Learning Standards – Students with Disabilities Guidelines (the Guidelines). The Guidelines will provide a framework for teachers to develop programs for students with disabilities that are consistent with the Standards by linking the rationale and structure of the Standards to individual program development and assessment for students with special needs.

An online survey is currently being conducted by the VCAA to gather feedback about the clarity and usability of the draft Guidelines. Data from this survey will be collated and used to inform any refinements to the document.

A copy of the draft Guidelines is available on the Standards website at <http://vels.vcaa.vic.edu.au/disabilities.html>. Schools and other members of the community are encouraged to provide feedback via the online questionnaire from **Tuesday 4 October until Friday 21 October 2005**.

Parent brochure - Introducing the Victorian Essential Learning Standards

Copies of *Introducing the Victorian Essential Learning Standards*, a brochure for parents that provides important information about the new approach to student learning and standards in Victorian schools from Prep to Year 10, were sent to schools at the end of Term 3. A copy of this brochure with an accompanying letter from the Minister of Education and Training, Lynne Kosky MP, and VCAA Chairperson, Stuart Hamilton, is available for every student in Prep to Year 10 in Victorian schools to take home to their parents and/or guardian.



Schools can use the brochure and/or download material from the Standards website to notify parents in a number of ways. Information from the brochure might be included in the school newsletter, handbooks or the school's website or distributed at parent information nights.

Information contained in the brochure has been translated into 14 of the languages spoken in Victoria and are now available online. PDF versions of the parent brochure and accompanying letter introducing the brochure are also available at <http://vels.vcaa.vic.edu.au/parentinfo.html>

Altona Meadows Primary School - setting the standard

As schools and teachers continue to familiarise themselves with the Victorian Essential Learning Standards, Jeff Bell, Principal at Altona Meadows Primary School, and Eve Sakellarides, Curriculum Coordinator, share how they have begun this process.

The leadership team of Altona Meadows Primary School saw the Blueprint for Government Schools Flagship Strategy 1: Student Learning as the ideal opportunity to review student learning and the school's existing curriculum program.

'This "new curriculum" model gave us the impetus to look at current procedures, develop curriculum and improve teaching and learning methods', said Jeff Bell, Principal at Altona Meadows PS.

'The big question was "how" were we going to do this?' he said.

Throughout late 2004 and during 2005 Altona Meadows PS developed a variety of support structures to enable the whole staff, teams and individuals to discuss the Blueprint, in particular *student learning*.

Initially, the leadership team agreed that they needed time to look at the school's current processes. They allocated two meetings per term to specifically discuss the new approach to curriculum. This enabled their staff to discuss the new terminology in the Victorian Essential Learning Standards, look at the structure and explore the Standards website at <http://vels.vcaa.vic.edu.au>

Staff also attended numerous professional development activities,

including the Hobsons Bay Curriculum Network meetings.

The Year 5 and 6 team participated in the Middle Years cluster training on Principles of Learning and Teaching (PoLT). Lessons from the PoLT training are 'flowing on throughout the whole school', said Mr Bell.

Staff were encouraged to explore the Victorian Essential Learning Standards website at their Curriculum Day in Term 2. Teachers worked in pairs to explore areas in the website such as:

- Introduction to the Standards
- Prep-10 Curriculum and Standards
- Assessment
- Stages of Learning
- Support Materials.

Teachers have found the support materials, in particular the sample units, very useful.

The teaching and learning resource also generated discussion about the teaching and learning strategies that teachers currently use and others that were new to them.

After familiarising themselves with the website, level planning teams trialled the sample units and modified the structure in line with their planning tools. At Altona Meadows PS teams are allocated a planning day each term. Teams use this day to develop their essential learning units of work.

'Although initially a time consuming process, it has given staff the confidence to begin planning their own essential learning units of work', said Mr Bell.

'The arrival of the [Victorian Essential Learning Standards by Level] print publications in June 2005 was welcomed as staff were

already familiar with the framework and terminology ... The Student Learning DVD released in April 2005 also facilitated teacher access to the Standards', he said.

In August this year, Eve Sakellarides, Curriculum Coordinator, conducted a curriculum audit. Four staff members were given a day release to plan and implement the audit day. This was critical as it enabled the planning team to discuss how the curriculum audit would occur.

'I think the planning group had some outstanding activities which helped everyone become more familiar with the elements [of the Standards]. Each level now has a copy of some curriculum audit sheets and ... checklists to use in their topic planning for next term. It made you aware of how much we already do or "touch" on and can now work towards documenting in our planning', one teacher reported.

Mr Bell thought this curriculum audit was an outstanding success and well worthwhile. 'It confirmed that we are on the right track during the validation year', he said.

Now that the curriculum audit has been completed Altona Meadows PS will focus on preparing to assess and report against English and Mathematics in 2006.

Many schools will be auditing their current curriculum. Jeff Bell and his colleagues are more than happy to share their experience. For further information contact Eve Sakellarides, Curriculum Coordinator, sakellarides.eve.e@edumail.vic.gov.au or Jeff Bell, Principal, bell.jeff.r@edumail.vic.gov.au

Melbourne 2006 Commonwealth Games Education Program – Professional Development Program

During 2005 the VCAA has developed a number of resources in partnership with the Department of Education and Training and the Office for Commonwealth Games Coordination to assist teachers and schools to plan exciting programs for their students in the lead up to the Melbourne 2006 Commonwealth Games.

A state-wide professional development program is being offered to all teachers in October and November 2005 throughout regional and metropolitan Victoria. There are no registration fees for teachers from government, catholic or independent schools. The three-hour professional development sessions aim to bring together all the Melbourne 2006 Commonwealth Games Education Program resources and activities.

The professional development is suitable for teachers of all year levels (Prep to Year 12) and subject areas.

The sessions include:

- an outline of the Melbourne 2006 Commonwealth Games Education Program
- demonstration of classroom resources highlighting teaching and learning activities
- examples of integrated units
- highlighting links to the Victorian Essential Learning Standards
- a resource package for participants.

To register, complete a registration form and mail or fax it to the addresses provided. Numbers are limited, so to ensure your successful registration please return the form as soon as possible and no later than four weeks prior to your selected session date. Registration forms are available from www.dk2.com.au/commgames.htm

For further information about the Melbourne 2006 Commonwealth Games Education Program visit www.melbourne2006.com.au/education

New Commonwealth Games resources

Let the Games Begin! Middle Years Resources

Schools will soon receive the *Let the Games Begin! Middle Years Resources* that cater for students in Years 5 to 10. Developed by the VCAA as part of the Melbourne 2006 Commonwealth Games Education Program, this CD-ROM uses the Games as a platform for exploring the ethical decision-making and organisational processes associated with hosting a major event.

United through the Games – Integrated Units

The *United through the Games – Integrated Units* is a CD-ROM that provides five units of work for students from Prep to Year 10 that link

to the Victorian Essential Learning Standards. Based on the core values of the Commonwealth Games, units of work explore humanity, equality and destiny. This resource will be available for all schools in Term 4.

The units provide the opportunity to utilise the Commonwealth Games as an authentic learning context. The focuses of the units are:

- Prep–Year 2: Celebrations
- Years 3–4: Environment
- Years 5–6: Identity
- Years 7–8: Change
- Years 9–10: Participation.

These resources are now available online at the Melbourne 2006 Commonwealth Games Education Program website by following the prompts to the Education Program and Classroom Resources sections at www.melbourne2006.com.au/education



Samples of resources available through the Games Education Program

Validation of the Victorian Essential Learning Standards

The VCAA continues to work closely with schools and the education community during this validation year. One of the key components of the validation of the Victorian Essential Learning Standards has been the trialing of assessment tasks in schools throughout Victoria. Over 40 schools have participated in these trials and students have produced thousands of pieces of work across the domains and levels in the Standards.

Late in Term 3 around 60 teachers, curriculum coordinators and principals attended a two-day workshop to look at the suitability of the tasks and assess the student work samples. The information gathered during the two-day workshop will not only contribute to the validating of the Standards, but will also form the basis for the development of new assessment maps and annotated work samples.

An independent evaluation of the Standards has now been completed. The VCAA is currently reviewing the report which looked at the developmental progression, consistency

and clarity of the standards across the levels and within domains.

The VCAA continues to analyse the responses from the online survey and focus groups conducted in Term 3.

The data collected from these validation projects is currently being

reviewed and used as an integral part to inform any refinements to the current domain content.

Further updates on the validation process will be provided progressively at <http://vels.vcaa.vic.edu.au/standardsvalidation.html>



Student work samples produced for the trial assessment task

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.

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