



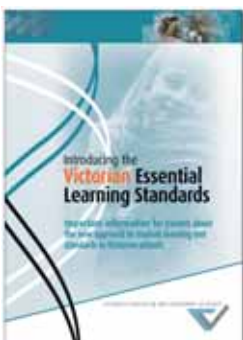
Principal    Curriculum Coordinator    PD Coordinator    AIM Coordinator    P-10 Teacher

# P-10 Supplement

Information about Prep to Year 10 education in Victorian schools

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The Victorian Essential Learning Standards parent brochure will be available soon.

## Update on the Standards Validation Projects

**This section focuses on providing an update on the validation projects that the VCAA is currently completing on the Victorian Essential Learning Standards.**

2005 is serving as a year of validation for the Victorian Essential Learning Standards. As part of the validation process, VCAA is currently undertaking a number of projects that provide stakeholders with the opportunity to discuss and respond to the Standards.

The VCAA views the validation projects and the consultation as a key component in any refinements that may be made to the Standards.

### Assessment task trials

Throughout Term 3, approximately 40 volunteer schools worked with a team of writers to develop and refine through practice and implementation a number of assessment tasks and assessment criteria for each of the six levels in the Standards.

These tasks are currently being trialled by students and will be completed in September. Once this has occurred, teachers involved in the trials will also take part in a moderation process, evaluating the student work.

The VCAA aims to develop selected samples of students'

responses into annotated work samples to provide resources and assessment advice to assist teachers in planning their programs and assessing student work.

### Independent evaluation

A contractor has been appointed by the VCAA to undertake an independent evaluation of the Standards.

This validation project is being undertaken so that the VCAA can receive independent feedback on a number of key

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areas, including the clarity and specificity of the standards and the extent to which the structure of the Victorian Essential Learning Standards will support curriculum design in schools.

## Collection of feedback from schools

During July and August the VCAA sought feedback from schools and the education community on the Standards. This had three parts; an online questionnaire, focus groups and independent interviews.

### Online questionnaire

The VCAA would like to thank everybody who took the time to participate in the online questionnaire. Over 1000 responses were received. The survey has now closed and the process of collating the responses into a report has begun.

A number of interesting perspectives were raised by respondents indicating that they were both familiarising themselves with the Standards and planning how they might implement them in one or more of the following ways: whole-school curriculum planning, level or classroom teaching.

Highlights from preliminary reports include:

- positive response to the Standards as giving support to school curriculum planning

- support for the new domains (for example, Thinking) in the Standards
- confirmation that overall the knowledge, skills and behaviours described in the Standards are developmentally appropriate at the levels.

The preliminary reports have also identified issues that respondents feel need to be addressed. These include:

- the need for more example units (the VCAA sample units were well received) and further assessment advice to support planning and assessing using the Standards
- the need to provide clearer and more focused language within some of the domains when describing the Standards.

The VCAA expects to receive the final report in early September and will use in making any refinements to the Standards.

### Focus groups and interviews

Over the past month, eight focus groups have been conducted at six locations across Victoria (four regional and two metropolitan). Eighty teachers, curriculum coordinators and principals contributed to engaged and constructive discussion, with the focus groups looking at different characteristics of the Standards.

Considerations raised at the focus group meetings will be reviewed by the VCAA. The focus group meetings have been supported by in-depth interviews with teachers and stakeholders in specialist areas.

A report summarising the focus group discussions and the interviews is expected to be completed in early September and will be incorporated into the final validation of the Standards.



Participants at a focus Group in Benalla discuss the Standards

# Students with disabilities Companion to the Standards

The VCAA is currently in the process of developing a Companion for students with disabilities to accompany the Victorian Essential Learning Standards. Teachers will be able to use the guidelines for planning inclusive curriculum which will help all students to acquire the knowledge, skills and behaviours to help them achieve in a world that is increasingly complex, rapidly changing and rich in information and communications technology.

The Companion 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. This document will replace the current *Guidelines for implementing the Curriculum and Standards Framework for students with disabilities and impairments (1994)*.

The revised guidelines are currently being drafted. As part of this process a consultation process across the State will be conducted during September and October with members of the education and broader community. Consultation will occur through an online questionnaire and focus groups.

Details of the consultation period will be available at <http://vels.vcaa.vic.edu.au/>

## ESL Companion

In the *Victorian Essential Learning Standards: Overview* booklet, the VCAA outlined the development of a companion for students with English as a Second Language (ESL). The ESL Companion is currently being drafted. Schools and the education community will soon have the opportunity to participate in a consultation about the draft Companion.

The stages in the Companion will describe the development of students who are literate in their first language and who have educational experiences similar to those that would be expected for their age group. Details of the consultation will be provided at <http://vels.vcaa.vic.edu.au/>

## Standards discussion papers

As part of the preliminary work for the development of the Victorian Essential Learning Standards, the VCAA commissioned papers designed to lead discussion on the essential elements of a number of learning domains. The discussion papers are being progressively published on the Standards website and may be accessed and downloaded in PDF

file at <http://vels.vcaa.vic.edu.au/discusspapers.html>. Discussion papers will include Civics and Citizenship, Design, Creativity and Technology, Economics, English, Geography, History, Information and Communications Technology, Languages Other Than English, Mathematics, Science, and The Arts.

# Victorian Essential Learning Standards Frequently Asked Questions

This section focuses on different areas of the Victorian Essential Learning Standards and answers some frequently asked questions.

In using the Standards, schools will develop appropriate curriculum programs which provide opportunities for students to achieve the essential knowledge, skills and behaviours across all the domains. These programs should reflect the resources and expertise available, the needs of students and the interests of the school community.

The Arts is a domain in the Discipline-based Learning strand of the Victorian Essential Learning Standards. Schools use the Arts disciplines of Art, Dance, Drama, Media, Music, and from Level 5, Visual Communication individually and in combination to implement the domain.

***Why does the Arts domain encourage students to have access to learning in more than one Arts discipline at each level?***

Each level of the Arts domain commences with a statement outlining the range of Arts learning students should experience at each level. These suggest experiences and activities that will provide opportunities for students to work in different ways in individual Arts disciplines. They also promote the value of providing opportunities for students to create and respond to works that use arts disciplines collaboratively.

This approach reflects the use of Arts disciplines individually and in collaboration in traditional and contemporary arts forms associated with diverse cultural and social contexts. Engagement with a range of Arts disciplines also provides opportunities for students to use different learning styles and to communicate ideas in different forms.

***What is the relationship between the two dimensions in the Arts domain?***

The Arts dimensions are *Creating and making* and *Exploring and responding*. As students *create and make* arts works they *explore and respond* to ideas that emerge from a range of starting points and stimuli. Through observation, analysis and evaluation of works by other artists, students develop knowledge of ways arts works communicate ideas. They use this knowledge imaginatively and perceptively to experiment with ideas in their own arts making. Students' responses to arts works by other artists develop their understanding of the purposes, functions and audiences that arts works are created for. Exploring the work of other artists also provides students with opportunities to develop knowledge of approaches to applying specific skills, techniques, processes, media, materials and technologies.

***What are the advantages of students having continuous experience in Arts disciplines?***

Each of the Arts disciplines uses specific thinking and working practices that incorporate characteristic skills, techniques and processes. Engagement with these practices over an extended period allows students to develop their ability to create increasingly sophisticated works that expressively communicate ideas, experiences and feelings. By working in this way, students also develop the ability to use the language relevant to the Arts disciplines they are working with to communicate ideas, concepts and reflections about their own works and the works of other artists. These experiences prepare students for Arts learning in the senior secondary years and engagement with the Arts during their adult lives.

***How can learning in the Arts domain be effectively interwoven with learning in other domains?***

The Victorian Essential Learning Standards address *interdisciplinary* along with *physical, personal and social* capacities, as much as the discipline understanding with which they interact. These three components must be effectively interwoven. Following are some examples of how the Arts links with learning in other domains in the Standards.

When students create and make arts works, they use *thinking* and working practices to explore and *communicate* ideas, experiences and feelings. Making and reflecting on decisions about the ways they and other artists interpret and expressively develop real, imaginary and abstract ideas develops students' *personal learning* (reflecting aspects of the Thinking, Communication and Personal Learning domains).

When students create and make arts works they also demonstrate their *creativity* by applying imagination and lateral thinking to possibilities. Students who *design* arts works consider the nature and scope of the ideas they want to communicate to a specific audience or for a particular purpose (illustrating the Design, Creativity and Technology and Thinking domains). Students can draw on concepts and knowledge they have initially learnt in other domains such as the Humanities, Science, Mathematics, English, Languages Other Than English, Civics and Citizenship and Health and Physical Education in making arts works. Students may use a range information and communications technology (ICT) and other thinking tools to assist them to document their research and identify ideas they may

wish to communicate through their arts works.

When working collaboratively to make and/or present an arts work students work in teams to achieve goals. These processes can involve negotiation to manage and resolve conflict and accommodate individual perspectives (features of the Interpersonal Development domain).

Exploring and responding to works by other artists requires students to develop their understanding of *social, cultural, political, economic* and *historical* contexts and constructs. This exploration also encourages students to consider ways that arts works *reflect, construct, reinforce* and *challenge personal, interpersonal* and *cultural values*.

The VCAA is currently developing further advice about ways:

- the Arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication can be used to implement the Arts standards
- Arts learning can be interwoven with learning in other domains.

Further frequently asked questions about the Standards are located at <http://vels.vcaa.vic.edu.au/about/faq.html>



Primary students demonstrating role-playing

## Year 9 AIM tests

The Year 9 AIM Mathematics test will be conducted on Tuesday 4 April 2006 and the Year 9 AIM English test on Wednesday 5 April 2006. The timing of the Year 9 tests will enable teachers, students and parents to receive results before the end of Term 2.

Similar to Year 7 AIM tests, the Year 9 AIM English test will include questions that cover reading, writing, spelling and a separate writing task. The Year 9 Mathematics test will cover number, measurement, chance

and data and structure and will include an extended task.

The tests will be based on the Victorian Essential Learning Standards. In addition, the VCAA will ensure that the 2006 test questions are consistent with the outcomes expressed in the Curriculum and Standards Framework II. Questions will cover a broad range of achievement levels appropriate to Year 9 students.

If you wish to participate in the Year 9 AIM tests in April 2006, please

complete the Expression of Interest form published on page 6 of the August 2005 VCAA Bulletin No. 29 P-10 Supplement Issue 17. The Expression of Interest form can also be accessed at [www.vcaa.vic.edu.au/schooladmin/forms/aim/aim.html](http://www.vcaa.vic.edu.au/schooladmin/forms/aim/aim.html) Fax forms back to the VCAA on (03) 9651 4612 by **Friday 16 September 2005**.

For further enquiries about the Year 9 AIM testing, please contact the AIM Help Desk on **1800 648 637 (freecall)** or email [vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)

# Professional Development Program AIM 2005

Schools will be invited to participate in the professional development program in early October. For further information contact the AIM Help Desk on Freecall 1800 648 637.

## AIM Data Service three-hour workshops

The three-hour sessions will focus on how schools can access the AIM Data Report via the Internet. The provision for individual schools to access the Internet during the session will allow them to interrogate their own data. The sessions will include a presentation of the use of the AIM reports, an explanation of the statistics generated by the tests and recommendations for using data to improve teacher programs.

Region	Location	Venue	Date	Morning	Afternoon	Evening
BSW	Geelong	Mercure Hotel	13 Oct	8.30–11:30	12:45–3.45	
EMR	Wheelers Hill	Wheelers Hill International Motor Inn	17 Oct		12:45–3.45	4:00–7:00
SMR	Moorabbin	Hemisphere Conference Centre	19 Oct	8.30–11:30	12:45–3.45	4:00–7:00
NMR	Preston	Darebin Arts & Entertainment Centre	20 Oct	8.30–11:30	12:45–3.45	
Hume	Shepparton	Parklake Motor Inn	21 Oct	8.30–11:30	12:45–3.45	
WMR	Flemington	Quest Flemington	24 Oct	8.30–11:30		
WMR	Sunshine	Victoria University Convention Centre	24 Oct		12:45–3.45	4:00–7:00
Grampians	Ballarat	Sovereign Park Motor Inn	25 Oct		12:45–3.45	4:00–7:00
SMR	Dandenong	Comfort Inn Imperial	26 Oct	8.30–11:30		
SMR	Officer	Melaleuca Lodge	26 Oct		12:45–3.45	4:00–7:00
Loddon Mallee	Bendigo	Quality Resort All Seasons	28 Oct	8.30–11:30	12:45–3.45	
Loddon Mallee	Echuca	Quality Inn Port of Echuca	31 Oct	8.30–11:30		
EMR	Doncaster	Quest on Doncaster Road	2 Nov	8.30–11:30		
EMR	Hawthorn	Melbourne University Private	2 Nov		12:45–3.45	4:00–7:00
Gippsland	Moe	Moe Regional Office	3 Nov	8.30–11:30		
Gippsland	Traralgon	Quality Inn La Trobe Convention Centre	3 Nov		12:45–3.45	
NMR	Eltham	Eltham Community & Reception Centre	4 Nov	8.30–11:30	12:45–3.45	
WMR	Hoppers Crossing	Wyndham Leisure & Events Centre	7 Nov		12:45–3.45	4:00–7:00
BSW	Colac	Comfort Inn Colac	8 Nov	8.30–11:30		
BSW	Warrnambool	Sundowner Warrnambool Mid City	8 Nov			4:00–7:00
BSW	Hamilton	Comfort Inn Grange Burn	9 Nov	8.30–11:30		
Grampians	Horsham	Grains Innovation Park	9 Nov			4:00–7:00
EMR	Lilydale	York on Lilydale	10 Nov	8.30–11:30		
NMR	Tullamarine	Quality Hotel Melbourne Airport	11 Nov	8.30–11:30	12:45–3.45	
Loddon Mallee	Mildura	Quality Resort Mildura	14 Nov	8.30–11:30		
Loddon Mallee	Swan Hill	The Sundowner Swan Hill Resort	14 Nov			4:00–7:00
Hume	Wangaratta	Quality Hotel Wangaratta Gateway	15 Nov		12:45–3.45	4:00–7:00
SMR	Mornington	Flag Brooklands of Mornington	17 Nov	8.30–11:30		
SMR	Frankston	Frankston International Motel	17 Nov		12:45–3.45	
EMR	Forrest Hill	Clarion Hotel on Canterbury	18 Nov	8.30–11:30	12:45–3.45	
Gippsland	Lakes Entrance	Bellevue Motor Inn	21 Nov	8.30–11:30		
Gippsland	Sale	Comfort Inn Princeton	21 Nov		12:45–3.45	
Hume	Seymour	Trawool Valley Resort	22 Nov		12:45–3.45	

## AIM Data Service whole-day program

The whole-day workshops are designed to support government schools undergoing a triennial review. The workshops will allow government schools to work with their own school's AIM results by undertaking a more comprehensive analysis of their data and reports. The workshops will provide an opportunity for participants to experience a 'hands-on' investigation of their data and reports.

Location	Venue	Date	Time
Benalla	GNE Training Centre, Benalla Regional Office Arundal Street, Benalla	Wednesday 23 November	9:00–4:00
Avondale Heights	Avondale Training Centre, Avondale Primary School Sydney Street, Avondale Heights	Friday 25 November	9:00–4:00
Geelong	BSW Training Centre, Geelong Regional Office Vines Road, North Geelong	Tuesday 29 November	9:00–4:00
Parkmore	Parkmore Training Centre, Parkmore Primary School Jolimont Road, Forrest Hill	Wednesday 30 November	9:00–4:00
Moe	Gippsland Training Centre, Moe Regional Office Cnr Kirk and Haigh St, Moe	Thursday 1 December	9:00–4:00
Bendigo	LCM Training Centre, Bendigo Regional Office Havlin Street, Bendigo	Friday 2 December	9:00–4:00

Include these important dates in your 2006 calendar

### AIM Tests

Year 3 – 1 and 2 August 2006

Year 5 – 1 and 2 August 2006

Year 7 – 1 and 2 August 2006

Year 9 – 4 and 5 April 2006

## On Demand Tests

The VCAA has received very positive responses to the July release of On Demand adaptive tests. School information and start-up packs were distributed to all government and non-government schools in the last week of Term 3.

Please contact the Online help desk on 1800 623 681 or by email on <aim.support@edumail.vic.gov.au> if you have not yet received a pack at your school. All schools who wish to register are required to sign and fax an Expression of Interest form for the On Demand Testing Program in order to download the tests to your school.

These can be found at [www.vcaa.vic.edu.au/prep10/aim/ondemand/signup.html](http://www.vcaa.vic.edu.au/prep10/aim/ondemand/signup.html)

### Sign up for the On Demand Professional Development Program

A series of professional development workshops will be held in regional and metropolitan venues in Term 4 2005. The dates and details are outlined in the Registration Form supplied on page 8 of this P-10 Supplement. The Registration Form can also be accessed at [www.vcaa.vic.edu.au/career/aimworkshops.html](http://www.vcaa.vic.edu.au/career/aimworkshops.html)

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/correspondence/bulletins/bullsubscription.html](http://www.vcaa.vic.edu.au/correspondence/bulletins/bullsubscription.html)

The VCAA BULLETIN and Supplements are also available online at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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

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**Registration Form**  
**ON DEMAND TESTING PROFESSIONAL DEVELOPMENT**  
**Tuesday 18 October – Thursday 17 November 2005**

**VCAA Privacy Statement**

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Victorian Curriculum and Assessment Authority Act 2000*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All of the information we collect from you will be kept secure and confidential.

The VCAA is conducting a series of Professional Development workshops in regional and metropolitan venues to introduce its On Demand Testing program for primary and secondary schools. The workshops have been developed as 2 hour, 'hands-on' introductory sessions for Assessment and Reporting Coordinators, Curriculum Coordinators and other interested teachers. As places are limited, a maximum of 2 places will be allocated to each school.

Enquiries: Please call Enri Dalton on (03) 9651 4596 or email [Dalton.enriqueta.p@edumail.vic.gov.au](mailto:Dalton.enriqueta.p@edumail.vic.gov.au)

Which session would you like to attend? Please indicate your first and second preference below (Denote by 1 or 2)

Date	Department of Education & Training Regional CASES Training Centres	Session 1 Time 1:00–3:00 pm	Session 2 Time 4:00–6:00 pm
Tuesday 18 October	Southern Region, Greenslopes Primary School, Dandenong		
Wednesday 19 October			
Wednesday 19 October	Western Region, Avondale Primary School, Avondale Heights		
Thursday 27 October	Northern Region, Moreland City College, Coburg		
Wednesday 2 November	Eastern Region, Parkmore Primary School, Forrest Hill		
Thursday 3 November			
Thursday 27 October	Moe, DE&T Regional Office, Cnr Kirk and Haigh Streets		
Thursday 3 November	Bendigo, DE&T Regional Office, Havlin St, Bendigo		
Tuesday 8 November	Benalla, DE&T Regional Office, Arundel Street, Benalla		
Thursday 10 November	Ballarat, Forest St Primary School, Wendouree		
Tuesday 15 November	Warrnambool, Warrnambool College, Grafton Rd, Warrnambool		
Thursday 17 November	Geelong, Vines Road, North Geelong		

School name: \_\_\_\_\_

	Participant 1	Participant 2 (optional)
Name		
Role within school		
Email address		

Name of Principal: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

P-10 Assessment Unit  
 FAX: (03) 9651 4612

**CLOSING DATE: Thursday 13 October 2005**