



Principal Curriculum Coordinator PD Coordinator AIM Coordinator P-10 Teacher

P-10 Supplement

Information about Prep to Year 10 education in Victorian schools

CONTENTS

Validation of the Victorian Essential Learning Standards	2
Materials to support the Victorian Essential Learning Standards	3
Summary of revisions to the Victorian Essential Learning Standards	4
Reading Level 4 assessment map	6
AIM Year 9 April 2006	7
Year 9 AIM principals' package	7
Verification of pre-enrolled student details – Year 9 AIM	8
On Demand testing professional development workshops	8
Year 9 AIM testing 2006	10

CEOs report

Welcome to the 2006 school year. The coming year will be both exciting and challenging for us all. Following the validation period in 2005, the VCAA has revised the Victorian Essential Learning Standards for school implementation in 2006.

Throughout the validation period, the VCAA worked closely with the Office of Learning and Teaching in the Department of Education and Training, the Catholic Education Commission and independent schools. We look forward to continuing our work with schools as they use the standards to develop curriculum, assessment and reporting programs.

In the latter part of 2005, the VCAA revised the standards in response to feedback from teachers and other curriculum and

assessment educators. Changes have been minimal and reflect a desire to ensure the standards can be readily interpreted for curriculum planning, assessment and reporting. The revised standards, along with a range of support materials, have now been published on the Standards website which can be accessed at <http://vels.vcaa.vic.edu.au>

In this supplement you will find information about the revised standards and the support materials including Assessment Maps, a new DVD and details of changes to the standards.

In 2006, the Achievement Improvement Monitor (AIM) program will be extended to Year 9. In April, Year 9 students throughout Victoria will participate in AIM testing.

In the past, AIM has provided valuable information about the literacy and numeracy skills of students in Years 3, 5 and 7. The extension of the program to Year 9 is a positive step that will assist schools in planning new programs and providing feedback to parents beyond the middle years of schooling. Details of the AIM program including the timetable, support materials and 'on demand' testing are provided in this edition of the P-10 Supplement.

Once again, welcome to 2006. I wish you all a happy and productive year.

John Firth
Chief Executive Officer



Validation of the Victorian Essential Learning Standards

Throughout 2005 the VCAA worked with the education community to validate the Victorian Essential Learning Standards. The Standards form the basis for curriculum planning and assessment from Prep to Year 10 and will be implemented from 2006. Initially schools will report against English and Mathematics with other domains to be reported against in 2007 and 2008.

Validation process

The validation process confirmed the structure of the Standards which retains the strands, domains and dimensions as originally stated. There is a continuing high level of support for the Standards in this form from schools and key stakeholders. However, the validation has also led to refinements, clarification and improvements within this agreed structure. Feedback was provided through an online questionnaire, an independent evaluation of the Standards and a comparability study of the standards and learning focus statements in five learning domains using five other national and international curriculum documents for each domain.

The VCAA also worked with 40 schools and trialed assessment tasks in specific domains at particular levels with students across more than one year level. Teachers assessed the work against agreed criteria and participated in a structured moderation exercise with teachers from other schools. This process provided further useful feedback on the Standards.

Revisions to the Standards

The refined Standards reflect the work described as part of the validation

process. At the same time the VCAA has participated in the development of National Statements of Learning and has undertaken further analysis of the results of the Program for International Student Assessment (PISA) and The International Mathematics and Science Study (TIMSS). This work has also contributed to refinement of the Standards.

Changes to the learning domains resulting from the year of validation are minimal and generally relate to issues of clarity of purpose, consistency of language and provision of further examples. Changes to the Mathematics, Science and English domains were the most notable.

The revisions to the Mathematics domain provide greater clarity and accessibility to the document through the use of simpler language and the inclusion of examples while also addressing a small number of sequencing and placement issues.

In the revised Science domain the relationship between the learning focus statement and the standards is clearer. There are more specific examples of science concepts to ensure a balance between the fundamental and new emerging areas of science.

Revisions to the English domain create a more explicit link between English and Literacy. Literary texts are identified as a primary focus for the study of English. There are also more specific guidelines for the development of grammatical and literacy skills to prepare students for the demands of the post-compulsory years and the world of work.

The Standards continue to reflect and value what the community expects of schools. A summary of changes to the standards across the domains is provided on pages 4–5.

Support for schools

In addition to the refined Standards, support materials for schools are being developed in collaboration with the Department of Education and Training, Catholic Education Commission of Victoria, and independent schools. These materials include sample units of work, sample assessment tasks and assessment maps. Assessment maps for English and Mathematics are progressively being published on the Standards website at <<http://vels.vcaa.vic.edu.au/assessment/maps/index.html>> (see page 3 for further information). The sample units released in March 2005 have been updated to include extracts from the revised standards. These are available at http://vels.vcaa.vic.edu.au/support/sample_units.html

A second Student Learning DVD will be provided to schools in March 2006. This will include the revised standards and new support materials.

Implementation of the Standards

Schools will implement the Standards in accordance with the requirements and advice of their relevant sector authorities. The VCAA will continue to actively monitor implementation and seek feedback in both formal and informal ways over the next three years.

The release of the revised Victorian Essential Learning Standards continues the work begun early in 2005 to provide a framework for all Victorian schools to plan their teaching, learning and assessment programs. The framework will assist schools to enable their students to achieve the state-wide essential learning standards necessary for success in education, work and life.

Materials to support the Victorian Essential Learning Standards

Students with Disabilities

The *Victorian Essential Learning Standards – Students with Disabilities Guidelines* provide teachers in all schools with guidelines that link the rationale and structure of the Victorian Essential Learning Standards to individual program development and assessment for students with disabilities.

The Guidelines are now available to download as an Adobe PDF document at <http://vels.vcaa.vic.edu.au/support/disability.html>

English as a Second Language

The *English as a Second Language (ESL) Companion to the Victorian Essential Learning Standards* has been developed to provide a framework for assessing student achievement and developing effective learning programs for students learning English as a second language.

This Companion is available to download as an Adobe PDF document at <http://vels.vcaa.vic.edu.au/esl.html>

Assessment Maps

Assessment Maps are being developed to support teachers as they implement the standards and assess student work. These will be published progressively in the Assessment section of the Victorian Essential Learning Standards website. Excerpts from the Assessment Maps for the English dimension of Reading and the Mathematics dimension of *Measurement, chance and data* are available on the website now.

In each of the dimensions, progress or growth is shown as developing along the continuum of the Victorian Essential Learning Standards from Levels 1–6. Additional points have been included on the continuum to mark progress towards achievement of the standards. This continuum provides a description of developing knowledge, skills and behaviours, in an order which indicates typical development of students.

Student work samples

The Assessment Maps are designed to illustrate student progress or growth in the English and Mathematics domains of the Victorian Essential Learning Standards. They provide samples of student work typical of Levels 1–6, annotated and linked to relevant aspects of the standards.

To assist teachers to recognise typical development within each level, samples will be included to illustrate student progress towards achievement of the standards. Student work samples will be provided at each point on the assessment maps from 0.5 (towards Level 1) to 6.0 (Level 6). For example, at 4.0 the work sample illustrates typical features of student work that has attained the Level 4 standard; samples at 3.25, 3.5 and 3.75 illustrate points of progress towards the Level 4 standard.

The samples include assessment items selected from the Achievement Improvement Monitor (AIM) that represent achievement across Victoria against the standards; student responses to tasks that have been independently judged by practising Victorian teachers as reflecting progress against the standards; and Curriculum and Standards Framework II Annotated Work Samples that have been realigned to the Victorian Essential Learning Standards.

An example of a work sample from the Reading Level 4 assessment map is provided on page 6. Assessment Maps will be published progressively on the Standards website at <http://vels.vcaa.vic.edu.au/assessment/maps/index.html>

continued: PAGE 6

Summary of revisions to the Victorian Essential Learning Standards

The Victorian Essential Learning Standards were validated during 2005. A summary of the changes to the Standards as a result of the feedback from the education community is provided below.

Physical, Personal and Social Learning

Health and Physical Education

- Changes have been made to the introduction to more accurately reflect the knowledge, skills and behaviours contained in the learning focus and standards.
- The ideas within the *Movement and physical activity* and the *Health knowledge and promotion* dimensions have been reordered according to particular foci.
- Provision of examples in the learning focus has assisted in differentiating between the standards for Levels 4 and 6.
- The focus of Levels 4–6 *Health knowledge and promotion* dimension has been refined to improve the links between the levels and has included appropriate issues related to student health and development.
- The health promotion focus has been made more explicit at Levels 4 and 5.

Interpersonal Development

- The introduction has been reworded to include students' self-evaluation of their responses to different social situations.
- The learning focus statement for Level 5 now includes forms of conflict within local and wider contexts from historical and contemporary perspectives.
- Investigation of various forms of bullying and its consequences has also been included in the learning focus statement for Level 5.

Personal Learning

- Additions have been made to the learning focus and the standards of the two dimensions to clarify the progression of developmental skills and knowledge.
- Key terms such as *emotional management*, *values* and *ethical frameworks* have been expanded using teaching examples within the learning focus statements and the standards of the *Managing personal learning* dimension.
- Revisions have been made to clarify the relationship between the domains of Personal Learning, Thinking Processes and Interpersonal Development.

Civics and Citizenship

- A more logical placement of themes and concepts is included at Levels 3–6. This has ensured increased sophistication of skills at Level 6.
- Refinements to the learning focus statements have provided opportunities for students to demonstrate active citizenship in a range of ways including the relationship with the natural environment.

Discipline-based Learning

The Arts

- The standards at each level have been reviewed to more clearly identify and differentiate expectations at all levels.
- The relationship between the learning focus statements and the standards at each level has been reviewed to minimise repetition.
- To clarify the relationship between the dimensions, an explanation of the role of frames such as *interpreting* and *responding* has been included.

- At all levels additional examples have been incorporated into the learning focus statements.

English

- Literary texts: (novels, short stories, poetry and plays) have been more explicitly referred to in the introduction and across levels.
- An expanded glossary provides examples of different text types.
- Examples of expectations for learning about development of metalanguage have been included across all levels.
- Specific reference has also been made to the use of persuasive language strategies at Level 6.
- The distinction between writing and handwriting, and spelling and vocabulary has been clarified at the lower levels.

The Humanities

The Humanities – Economics

- An expanded glossary has been included to ensure use of appropriate language throughout the Economics standards.

The Humanities – Geography

- The glossary has been expanded to provide clarity and consistency of terminology.
- The study of Antarctica has been removed at Level 4 and included at Level 5.

The Humanities – History

- Stronger links have been made between the learning focus statements and standards at Levels 4–6.
- Examples of nineteenth century history have been included in the Level 6 learning focus statements and standards.

Languages Other Than English

- Parts of the learning focus statements and standards have been clarified and consistency between levels has been improved.

- Consistency of some aspects of the standards at Levels 5 and 6 in Pathway 2 has improved.

Mathematics

- The introduction has been revised to reflect changes to the standards and show stronger connections to school programs.
- At Levels 3 and 4 the learning focus statements and standards have been amended to improve clarity.
- Overlap between dimensions has been reduced with some concepts and skills moving from the *Structure* and *Working mathematically* dimensions into the relevant *Number*, *Space* and *Measurement, chance and data* dimensions.
- The *Working mathematically* dimension has had sequential material relating to problem solving and modelling made more explicit across the levels.
- Issues in level placement and sequencing have been addressed.
- Examples of concepts and skills have been included in the learning focus statements and standards to highlight the intention of the statements and to provide guidance towards an expected level of difficulty.
- International and national benchmarking comparisons have led to changes to the *Number* and *Structure* dimensions.

Science

- Examples of science vocabulary have been added to Levels 1 and 2.
- Additional examples at Levels 3 and 4 provide increased clarity about the depth of study required to achieve the standards at each level.

- The balance between the areas of Science has been maintained and examples specific to sustainability included at Levels 4 and 6.
- The distinction between what is required at Level 5 and Level 6 has been made clearer.
- A glossary has been included to provide support for understanding of key concepts and design of appropriate science programs.
- The use of science terms in the learning focus, standards and glossary has been made more consistent.

Interdisciplinary Learning

Communication

- A clearer distinction has been made between the contexts in which students develop knowledge, skills and behaviours in Communication and English.
- Modifications have been made to provide clearer progression in *Presenting* standards from Levels 4–6.

Design, Creativity and Technology

- Clarification of the link between the dimensions and the need for a ‘design and make’ approach has been added to the introduction.
- More detailed examples and clarification of technological systems have been provided at all levels.
- At Level 4 in particular, the standard for *Producing* has been expanded to provide differentiation from Level 3 and planning is now included in *Investigating and designing*.

- Examples of production processes have been added.
- Use of technical language and the need to wear personal protective clothing have been included at Levels 5 and 6.

Information and Communications Technology (ICT)

- The standards have been clarified to show clearer progression from Levels 4–6.
- Relevant learning focus statements are more closely aligned with the standards for *ICT for visualising thinking* and *ICT for communicating* at Levels 4–6.
- The glossary has been amended and includes terms not previously defined.

Thinking Processes

- The title of this domain has been changed from Thinking to Thinking Processes to include a descriptor to clarify the focus of the domain.
- Modifications have been made to the dimension descriptions in the introduction and to the standards and learning focus statements at all levels.
- Each learning focus statement now has an example of the challenges faced by a student at a particular level.
- More specific language has been used to describe the progression from discrete or sequential thinking through to global or conceptual thinking.

from: PAGE 3

Reading Level 4 assessment map

Excerpt of assessment map available at <http://vels.vcaa.vic.edu.au/assessment/maps/index.html>

Reading - Level 4

This excerpt from the Reading assessment map includes hyperlinks to related material. It is best viewed online using the assessment map menu to the right.

Standards

Standards define what students should know and be able to do at different levels of schooling and are written for one or more disciplines within each domain. This excerpt from the assessment map provides samples of student work in relation to specific aspects of the standards. Samples are provided to illustrate features of student work at the Level 4 standard (Sample 4.0) and of student work typical of progress towards the standard at points on the continuum (for example, Sample 3.0).

Reading Samples

- Sample 4.0 - Posters
- Sample 3.0
- Sample 3.0 - Fiction Excerpt
- Sample 3.00 - Level 3, Texts Commentary

Level 4 Standard

All Level 4 students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multiple formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes and audiences, and identify how sociocultural values, attitudes and beliefs are presented in texts. They analyse information, imagery, characterisation, dialogue, point of view, plot and setting. They use strategies such as reading for, using a particular text, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Sample 4.0 - Posters

Level 4 is closely associated with Years 5 and 6. The following sample is typical of the kind of response students are able to produce at the end of Year 6 and illustrates achievement at Level 4 standard relevant to the task.

Context

Students were given some preliminary questions at Level 3 standard, requiring them to interpret purpose, and identify simple symbolic meaning. These have not been included in the sample.

All the Level 4 standard students read and respond to a wide range of media texts, such as advertising posters.

Poster A

Poster B

Work Sample

3 Look at Poster A.

Fill in the boxes to explain how each feature contributes to the overall message of the poster.

Feature	Poster A	Reason this feature was chosen
Setting	skateboard ramp in a park	It show that the poster is for teenagers
Clothes	t-shirt, long shorts, runners	It is to show that the boys in the poster are cool and they like sport

4 Look at Poster B.

Why have the chocolates and champagne been included in this poster?

The chocolates and champagne tell me that reading is fun, luxurious, enjoyable, and relaxing.

5 Look at Poster C.

Some people thought this poster might give the wrong message.

What is a possible negative interpretation of this poster?

Some people might think that it gives the message that if you read you will waste time and not get anything done.

6 Imagine that there is going to be a fourth poster in this set. It will need to target a different audience to the other three but it needs to fit in with the other posters in the set.

Tell the artist what to draw.

T.V. which is off with horror videos next to it, in background. Person on the chair, reading horror book in foreground.

Annotation:

Annotations are followed by a note in brackets which identifies the relevant aspects of the standards addressed in the task.

Q3. Understands that the poster has been designed to persuade teenagers and provides evidence to show how various features contribute to the message. (analyse texts and support interpretations with evidence drawn from the text, describes how texts are constructed for particular purposes).

Q4. Makes a clear link between the images in the poster and the message of the poster. (analyse information, imagery, characterisation, point of view, and setting; identify how sociocultural values, attitudes and beliefs are presented in texts).

Q5. Constructs a plausible alternative interpretation using evidence from the poster. (identify how sociocultural values, attitudes and beliefs are presented in texts. They analyse information, imagery, characterisation, point of view, plot and setting).

Q6. Conceives a poster designed to appeal to a particular audience, consistent with the sample posters. Contains an implicit message that values reading a horror story over watching horror videos. (identif(ies) how sociocultural values, attitudes and beliefs are presented in media texts).

[Back to Top](#)

AIM Year 9 April 2006

Timetable

The tests must be administered for students (other than those that have been exempted) in the order and within the times specified in the table below.

It is recommended that students be given a break between test sessions conducted on the same day.

Timetable for Administration of AIM Year 9

Task	Date 2006	Administration Time for the Test	Introduction and Practice Questions	Time Allocation Year 9
Mathematics – Test 1 Session One	Tuesday 4 April	Before recess	10 minutes	45 minutes
Mathematics – Test 2 Session Two	Tuesday 4 April	Before lunch	5 minutes	40 minutes
English Test Session One	Wednesday 5 April	Before recess	10 minutes	45 minutes
Writing Test Session Two	Wednesday 5 April	Before lunch	15 minutes	40 minutes

- Mathematics Test 1 Multiple-choice/short-answer questions.
- Mathematics Test 2 Extended-answer questions.
- English Test Reading/writing conventions and spelling questions.
- Writing Test Narrative writing based on a common prompt.

Please note that the time allowance does not include the time teachers and students spend working through the practice questions at the start the test booklets. These are to be completed immediately before students attempt each of the Mathematics and English tests.

Year 9 AIM principals' package

The principals' package for the Year 9 AIM tests will be distributed to schools in mid February 2006.

The package contains:

- Pamphlets for Parents of Year 9 students
- PowerPoint Presentation CD
- School's Security Log
- *2006 AIM Principals' Guide – Administration* containing:
 - timetable for the Year 9 AIM April testing program

- advice to principals about preparation for the tests
- guidelines for administration of tests under standard conditions
- information regarding the enhanced security measures to be taken during the 2006 testing period
- forms for requesting extra materials, large print and/or Braille copies of test materials

- a form for the registration of exemptions from sitting the tests.

Please note that the *Record of Exemption* Form for each exempted student must be completed, signed by the parent or guardian, and returned to the VCAA with the test booklets after the test. A copy of these forms should be kept by the school.

Verification of pre-enrolled student details – Year 9 AIM

Year 9 AIM tests will be conducted in schools on Tuesday 4 April 2006 and Wednesday 5 April 2006. In 2005, participating schools were required to submit a student personal details file for their 2005 Year 8 students as a pre-enrolment for the Year 9 AIM tests in April 2006.

The VCAA acknowledges that there is frequent student movement in and out of schools between calendar years. As a result, the student personal details file that was received by the VCAA in 2005 may no longer be accurate. This data will be made

available on the AIM Student Data website for modification where applicable. This is the same website that was used by schools in 2005 to verify students' personal details for overprinting AIM test booklets. Schools can access the website to add, delete or modify student records as required, from **Monday 23 January** until **Tuesday 28 February 2006**.

The AIM Student Data website address is: www.aimstudentdata.vic.edu.au

Schools should use the username and password issued to them in 2005. Generally, this will be the same username and password the school uses for the AIM Data Service. If this is unknown, the AIM Pre-enrolment Helpdesk should be contacted on the telephone number listed below or the AIM Helpdesk on 1800 648 637.

For general enquiries about the verification of Year 9 student personal details, schools should contact the VCAA on (03) 9651 4472, or freecall 1800 820 122.

On Demand testing professional development workshops

A series of 38 two-hour On Demand testing professional development workshop sessions were held between October and December 2005. Teachers and support staff from over 380 schools attended the sessions which proved very informative and useful for staff in getting started with the On Demand testing program at the school level.

Overall, staff that attended the sessions found the system and program relatively easy to use and the information generated by the reports useful in assessing student performance against the curriculum.

Staff left the sessions enthusiastic about using the online tests and assessment material at their school.

In total, over 550 schools expressed an interest in attending the sessions but not all schools were able to be accommodated at the workshops in 2005. Schools that registered for the 2005 workshops and missed out will be offered sessions in Term 1 and Term 2 this year. Schools that have not registered for the On Demand professional development workshop sessions are invited to register for the sessions held in Term 2 2006.

Over 700 schools have expressed an interest in using the On Demand testing program and over 400 schools have their school server configured to access the program. As a result of the PD sessions, over October – December 2005, there was significant activity as schools set up and downloaded the On Demand tests to their school.

To access further information on the On Demand testing program or to access the registration form, please refer to www.vcaa.vic.edu.au/prep10/aim/ondemand/index.html

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

41 St Andrews Place East Melbourne Victoria 3002 Australia
 TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324
 EMAIL vcaa@edumail.vic.gov.au WEB www.vcaa.vic.edu.au
 ABN 82 628 957 617



**Request to Vary Dates
 AIM YEAR 9 TESTING 2006**

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.

Fax this form to the VCAA on (03) 9651 4612 by 10 March 2006
Form also available online: www.vcaa.vic.edu.au/prep10/aim/teachers/

Notes:

1. If the school has exceptional circumstances which affect the implementation of the Centrally Assessed Tasks on 4 and 5 April, the Principal should use this form to request a variation to these dates for the school.
2. Government and Catholic schools must gain written approval for this request from the appropriate sector authority before sending this form to the VCAA. Independent schools may fax the form directly to the VCAA.
3. The VCAA will notify the Principal of the result of this request. If a variation to the testing dates is approved, the Principal will organise the return of student work for the affected classes to the VCAA at the school's cost. This will be no later than **Thursday 13 April 2006**.
4. A copy of this form should be retained for school records.

BLOCK LETTERS (PRINT)

School Name _____ School Code _____
 Principal/Head Teacher _____ Telephone _____
 Fax _____ Email _____

Proposed date for Mathematics Test _____
Centrally Assessed Tasks must be held between Tuesday 4 and Thursday 13 April 2006

Proposed date for English Test _____
Centrally Assessed Tasks must be held between Wednesday 5 and Thursday 13 April 2006

Reason for variation of dates for Centrally Assessed Tests _____

Principal's Name _____

Signature _____ Date _____

Endorsement by sector authority (Victorian Government and Catholic schools only – please tick appropriate box) BLOCK LETTERS

Dept Education & Training – Regional Director or Assistant Regional Director

Name _____ Position _____

Signature _____ Date _____

Catholic Education Office – Director of Catholic Education Diocese

Name _____ Position _____

Signature _____ Date _____

VCAA USE ONLY

Date received _____

Approved by sector authority Yes No

Date school contacted _____

Date notified _____

DATA FORMS/ AIM FORMS/ aim_vic/ prep10_06/ rhd

Year 9 AIM testing 2006

In April 2006, more than 50 000 Year 9 students will participate in the Achievement Improvement Monitor (AIM) tests in English and Mathematics. These tests are designed to be a continuation of the AIM testing that is already undertaken in Years 3, 5 and 7. Secondary schools will be able to link their Year 7 AIM student data to Year 9 to get a two-year growth comparison of their students.

As in the Years 3, 5 and 7 AIM tests, questions will be in multiple-choice, short-answer and extended-answer formats.

The tests are based on the Victorian Essential Learning Standards and are consistent with expectations stated in the Curriculum and Standards Framework II. Questions will cover a broad range of achievement levels and are designed to be appropriate for Year 9 students. It was considered that to be fair to students, areas of new content contained in the draft of the

Victorian Essential Learning Standards would not be tested in 2006.

Previous Year 7 AIM tests may be used as practice and are available on the VCAA website www.vcaa.vic.edu.au/prep10/aim/testing/index.html


Year 9 AIM (Mathematics)

As with the Year 7 AIM, there will be two Mathematics tests. The tests will cover number, measurement chance and data, and structure; however, trigonometry and quadratic graphs will not be tested.

Year 9 AIM (English)

Similar to the Year 7 AIM, the English test consists of reading, writing, and spelling questions and a separate writing task. A coloured magazine will be provided as stimulus material for the reading questions and a prompt will be given for the writing task.

Examples of test covers appear on page 11.


AIM 2006
 Achievement Improvement Monitor
Year 9

STATEWIDE ASSESSMENT

ENGLISH TEST

STUDENT DETAILS

Student details should be written (in BLOCK LETTERS) as they will appear on the parent report.

STUDENT'S FIRST NAME: VICTORIA
 HOME GROUP: SA
 STUDENT'S LAST NAME: STUDENT
 SCHOOL CODE: 11100
 SCHOOL'S NAME: VICTORIA SECONDARY COLLEGE
 DATE OF BIRTH: 01/01/1991

1. This student is a Girl
 2. This student is NOT an Aboriginal or Torres Strait Islander
 3. This student has a language background other than English


TEST INSTRUCTIONS

- You must do your own work.
- Do not speak to other students during the test.
- Raise your hand if you need to speak to the teacher.
- Follow all directions given to you by the teacher.
- All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.

Write your name here:

YOU HAVE 45 MINUTES TO COMPLETE THIS TEST.

PAGE 1


AIM 2006
 Achievement Improvement Monitor
Year 9

STATEWIDE ASSESSMENT

WRITING TEST

STUDENT DETAILS

Student details should be written (in BLOCK LETTERS) as they will appear on the parent report.

STUDENT'S FIRST NAME: VICTORIA
 HOME GROUP: SA
 STUDENT'S LAST NAME: STUDENT
 SCHOOL CODE: 11100
 SCHOOL'S NAME: VICTORIA SECONDARY COLLEGE
 DATE OF BIRTH: 01/01/1991

1. This student is a Girl
 2. This student is NOT an Aboriginal or Torres Strait Islander
 3. This student has a language background other than English

TEST INSTRUCTIONS

- You must do your own work.
- Do not speak to other students during the test.
- Raise your hand if you need to speak to the teacher.
- Follow all directions given to you by the teacher.

Write your name here:


Writing topic:

You might like to think about the following questions:

- Where does the story take place?
- Who are the characters?
- What happens at the start, middle and end of the story?
- What is the most exciting thing that happens?
- In your story...
- Is there a surprise somewhere?

YOU HAVE 40 MINUTES TO COMPLETE THIS TEST.

PAGE 1


AIM 2006
 Achievement Improvement Monitor
Year 9

STATEWIDE ASSESSMENT

MATHEMATICS TEST 1

STUDENT DETAILS

Student details should be written (in BLOCK LETTERS) as they will appear on the parent report.

STUDENT'S FIRST NAME: VICTORIA
 HOME GROUP: SA
 STUDENT'S LAST NAME: STUDENT
 SCHOOL CODE: 11100
 SCHOOL'S NAME: VICTORIA SECONDARY COLLEGE
 DATE OF BIRTH: 01/01/1991

1. This student is a Girl
 2. This student is NOT an Aboriginal or Torres Strait Islander
 3. This student has a language background other than English


TEST INSTRUCTIONS

- You must do your own work.
- Do not speak to other students during the test.
- Raise your hand if you need to speak to the teacher.
- Follow all directions given to you by the teacher.
- All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.

Write your name here:

YOU HAVE 45 MINUTES TO COMPLETE THIS TEST.

PAGE 1


AIM 2006
 Achievement Improvement Monitor
Year 9

STATEWIDE ASSESSMENT

MATHEMATICS TEST 2

STUDENT DETAILS

Student details should be written (in BLOCK LETTERS) as they will appear on the parent report.

STUDENT'S FIRST NAME: VICTORIA
 HOME GROUP: SA
 STUDENT'S LAST NAME: STUDENT
 SCHOOL CODE: 11100
 SCHOOL'S NAME: VICTORIA SECONDARY COLLEGE
 DATE OF BIRTH: 01/01/1991

1. This student is a Girl
 2. This student is NOT an Aboriginal or Torres Strait Islander
 3. This student has a language background other than English

TEST INSTRUCTIONS

- You must do your own work.
- Do not speak to other students during the test.
- Raise your hand if you need to speak to the teacher.
- Follow all directions given to you by the teacher.
- All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.

Write your name here:

YOU HAVE 40 MINUTES TO COMPLETE THIS TEST.

PAGE 1

2006 VCAA Calendars

Copies of the 2006 VCAA calendars are now in schools.

The calendars provide key VCAA administrative dates and list information about the VCAA's program of exhibitions and awards for the year. The calendars may also be used to enter specific dates related to individual school activities.

Schools received one or more calendars at no cost. Further copies may be purchased over the counter from Information Victoria or may be ordered through Information Victoria at a charge of \$2.50 each, plus postage and handling.

This year calendars are supplied folded rather than in flat sheet size, reducing postage costs when ordering by mail.

Calendars are available from:

Information Victoria, 356 Collins Street, Melbourne
open from 8.30am to 5.30pm (Monday to Friday)

Telephone: 1300 366 356

Fax: (03) 9603 9920

Email: bookshop@dvc.vic.gov.au

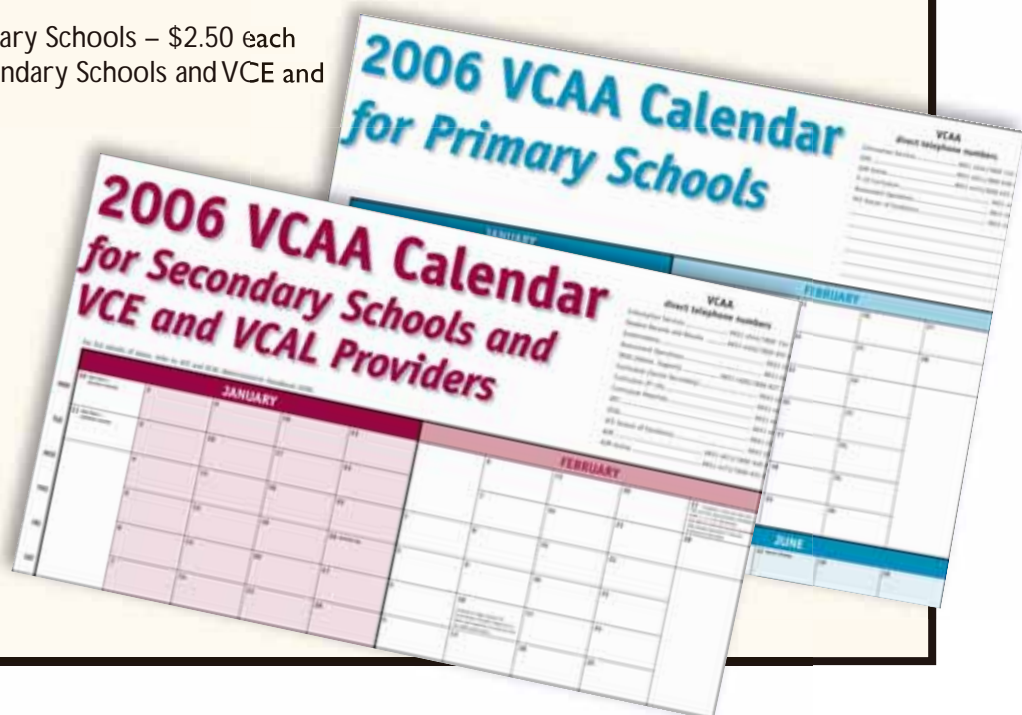
Website: www.bookshop.vic.gov.au/gov_pub/

Cost:

2006 VCAA Calendar for Primary Schools – \$2.50 each
2006 VCAA Calendar for Secondary Schools and VCE and
VCAL Providers – \$2.50 each.

Postage and handling:

1 to 8 calendars – \$3.80
9 to 40 calendars – \$6.50
41 to 120 calendars – \$8.65
More than 121 calendars TBA



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

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