



VCAA Bulletin P-10

Regulations and information about curriculum and assessment for Prep to Year 10

Principal Curriculum Coordinator PD Coordinator AIM Coordinator P-10 Teachers

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CEO's column



In this final edition of this Bulletin for 2007, I would like to take the opportunity to reflect on our achievements this year, changes that have occurred in the nature of our work, and policy directions for the future that are likely as a result of the newly elected Commonwealth Government.

For schools, 2007 has been the second full year of implementation of the VELs. Our forums with principals and teachers have told us that while there are some implementation challenges, there is widespread endorsement of the new approach to curriculum.

Many have expressed a need for further implementation support and, with this in mind, the VCAA has continued to develop a range of resources. These include assessment maps, advice to support teaching and learning, progress tests in English and mathematics, and more recently the sample programs project and development of standards for a classical languages category in LOTE.

This resource development is not possible without the support of school principals and the teachers they release to help plan, develop and review the work. I would like to extend my sincere

thanks to everyone who has been involved in one of these projects, helping us further our aim to provide high quality, practical resources to support student learning.

Throughout the year, our curriculum managers have worked closely with professional teaching associations and other key groups by providing a range of briefings and workshops to support teacher understanding of the VELs and assessment resources. I would also like to thank the professional associations and other educational groups for their continued support of the VELs and the VCAA's work and making professional learning opportunities available for teachers.

One of the highlights of the year was the successful completion of the 2007 AIM test cycle for Years 3, 5, 7 and 9 students. The revised security and test administration procedures were clearly adopted by schools, resulting in smooth implementation of the program. I would like to congratulate all those involved in the conduct of the tests at the school level.

Recently, 50 three-hour workshops focusing on the 2007 AIM students' results have been delivered by ACER on behalf of the VCAA. In addition, ten whole-day professional development programs on the AIM Data Service were conducted during the first two weeks of December. While we await the written report on these activities, anecdotal feedback has been very positive. It was pleasing to see principals and AIM coordinators working with

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Sample Programs Project

The VCAA, in partnership with a project team of teachers and writers, has continued to work on developing resources to assist teachers in understanding the Interpersonal Development, Personal Learning, Information and Communications Technology and Thinking Processes domains and planning for whole school implementation.

During October, the VCAA also worked closely with a teacher reference group to review the first stage of the material. The group comprised 19 teachers from primary and secondary government, Catholic and independent schools.

The response from teachers was positive, with agreement that the material will be a valuable resource for schools. The group provided detailed advice on how schools could use the material which has been incorporated into the resource.

The first stage of the material, which focuses on resources for each of the four domains, has been published on the VELS website (see pages 3–5).

The second part of the project which involves advice on whole school planning for two curriculum delivery models, a discipline/subject-based approach or an integrated approach, continues to be developed. Teachers from some of the schools have been writing about their journeys in implementing these domains including management



Project team participants at a Sample Programs session

strategies and curriculum planning documents. This material will be published during Term 1 2008.

Teachers and writers in the project team have worked enthusiastically to develop practical resources that are straightforward, easily accessible and can be used as published or modified for particular contexts. The VCAA wishes to acknowledge the contributions all teachers and writers have made and thank them for their ongoing involvement in the project.

Project Team

Writers

Bob Bellhouse, Karen Green, Dr Mauri Hamilton, Dr Cath Milvain, Dr Jeni Wilson

Schools

| | | | |
|----------------------|-----------------------------------|-------------------|-----------------------|
| Georgina Bonzos | Lalor PS | Sharon Jones | Orbost SC |
| Helen Butler | Kurunjang PS | Anne Jordan | Rolling Hills PS |
| Wendy Byrgiotis | Carrum Downs PS | Amanda King | Monbulk College |
| Colleen Calamante | Great Ryrie PS | Maree Leopold | Roxburgh Homestead PS |
| Lauren Cook | Kambrya College | Clodagh Macmillan | Roxburgh Homestead PS |
| Peter Curtis | Briar Hill PS | Tracey Mattingley | Fairhills HS |
| Barry Davies | Macleod College | Mark McKelson | Carrum Downs PS |
| Jo Eager | Strathcona Baptist Girls Grammar | Georgie McMullen | Hawthorn West PS |
| Tanya Evans | Pakenham Consolidated School | Jan Molloy | Immigration Museum |
| Diane Farrell | Berwick SC | Julie Murphy | Gardenvale PS |
| Anne Ferrie | Our Lady of the Rosary PS Kyneton | Kerry Murrell | Darley PS |
| Angela Fletcher | Bimbadeen Heights PS | Richard Owens | Woodleigh School |
| Maureen Frith | Great Ryrie PS | Kim Pickering | Mount View PS |
| Judi Grossbard | Gardenvale PS | Kate Price | Hawthorn West PS |
| Tracey Hallam | Coonara Community School | Alison Rees | Milgate PS |
| Zdzislawa Hargreaves | Taggerty PS | Megan Sawatzky | Monbulk College |
| Frances Hastie | Lilydale HS | Paula Sprague | Mount Pleasant PS |
| Joan Haynes | Mount Pleasant PS | Judy Stafford | Thornbury HS |
| Graeme Henchel | Croydon SC | Adrienne Tanner | Fairhills High School |
| Christine Ireland | Elwood College | Joanne Wastle | Kambyra College |

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Domain support materials

Interpersonal Development, Personal Learning, Information and Communications Technology and Thinking Processes

Materials developed as part of the Sample Programs project have been published in the Support Materials section of the VELs website. The materials include concepts and skills charts and teaching and learning activities. Details about the resources are provided below. A guide to locating and navigating the resources is provided on pages 4 and 5.

Concepts and Skills charts

Standards in each of the VELs domains focus on key concepts and skills that students are expected to understand or develop as they progress in the domain. Charts have been developed for the Interpersonal Development, Personal Learning, Information and Communications

Technology and Thinking Processes domains that identify these concepts and skills in each dimension across the levels.

Each concepts and skills chart focuses on one dimension and includes:

- key concepts and skills
- for each concept or skill, the expectations of students at each level
- links to a number of teaching and learning activities which illustrate ways the concept or skill can be incorporated in different curriculum contexts.

An example of one of the Thinking Processes charts is included below.

Teachers can use the charts individually or in professional learning teams to:

- support their understanding of the standards at a particular level
- see clearly how students' understanding of each concept or

application of each skill should develop across the levels

- support planning of explicit teaching, learning and assessment activities
- stimulate thinking about the application of the domains across the curriculum.

Teaching and learning activities

A number of teaching and learning activities have been published to illustrate ways in which teachers can introduce or reinforce the concept or skill in teaching and learning programs. They are presented as generic activities that can be used as published or modified to suit various curriculum contexts. Examples of curriculum contexts are provided as are assessment ideas.

Additional teaching and learning activities will be added progressively to the site.

Thinking and Processes Concepts and Skills chart

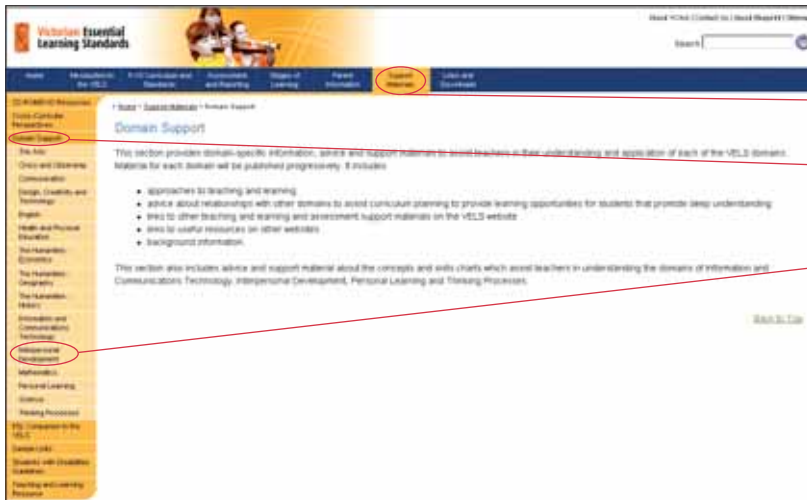
Reflection, evaluation and metacognition

This chart identifies and, in some cases, elaborates the key concepts and skills in the standards.

| Key concepts and skills | Levels 1 and 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|--|---|---|--|---|
| Language of reflective thinking | Standards do not apply at these levels. | Identify strategies to organise their own ideas and use appropriate language to express their thinking. | Use appropriate thinking vocabulary to articulate their thinking processes. | Use specific language to describe their thinking and reflect on their thinking processes during investigations. | Explain the different methodologies used by different disciplines to create and verify knowledge. Use specific terms to discuss their thinking. |
| Evaluating effectiveness | The learning focus statements for Level 1 and Level 2 provide advice about learning experiences that will help students develop concepts and skills in thinking processes. | Identify and provide reasons for their point of view. | Use a broad range of thinking processes and tools and reflect and evaluate their effectiveness. | Explain the purpose of a range of thinking tools and use them in appropriate contexts. Modify and evaluate the thinking strategies they use. | Select and use thinking processes and tools appropriate to particular tasks and evaluate their effectiveness for particular tasks. |
| Examining change and refining practices | Levels 1 and 2 advice also identifies how key concepts and skills can be developed. | Show understanding that their thinking changes and justify why these changes have occurred. | Understand changes in their ideas and beliefs and document these changes over time. | Describe and explain changes that may occur in their ideas and beliefs over time. | Explain conscious changes that may occur in their own and other's thinking when reviewing information and refining ideas and beliefs. Analyse alternative perspectives and perceptions. |

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Domain support materials navigation guide



1. To locate these materials on the website select **Support Materials** from the top menu.
2. Then select **Domain Support** from the left menu.
3. Next select from Interpersonal Development, Personal Learning, Information and Communications Technology or Thinking Processes domain from the **dropdown menu**.

Figure 1. Domain Support introduction page
<http://vels.vcaa.vic.edu.au/support/domainsupport/development/approaches.html>

4. The **index page** lists available materials for the domain including the concepts and skills charts and teaching and learning activities associated with the charts.

5. Select concepts and skills charts. The charts are designed to be used interactively but can also be printed.

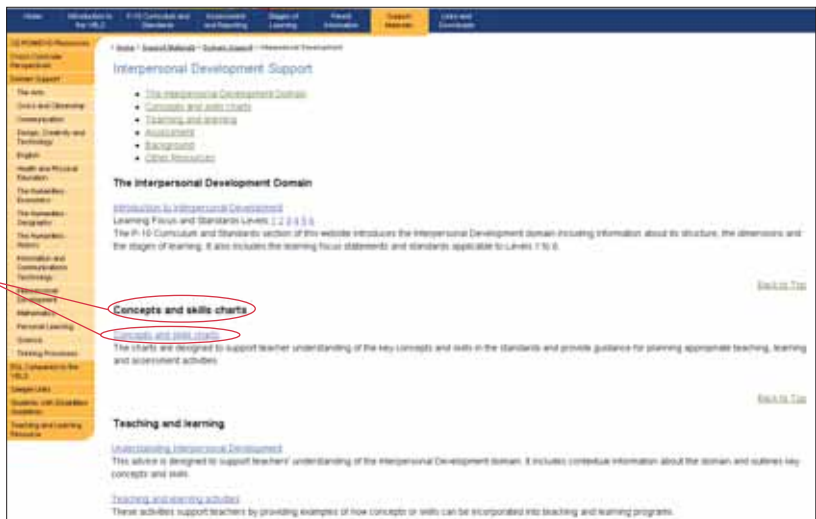


Figure 2. Interpersonal Development Support
<http://vels.vcaa.vic.edu.au/support/domainsupport/development/index.html>

6. To view a concepts and skills chart for one dimension select from the page menu.


7. Within each concepts and skills chart an icon  will indicate whether a teaching and learning activity relating to that concept or skill is available. Click on the icon to view the activity.



Figure 3. Interpersonal Development Concepts and Skills Charts
<http://vels.vcaa.vic.edu.au/support/domainsupport/development/concept.html>

8. The **teaching and learning activities** can also be accessed under the Teaching and Learning section on the index page (see Figure 2) and will take you to an index page for the activities available for that domain.

9. Select a **teaching and learning activity** from the table.

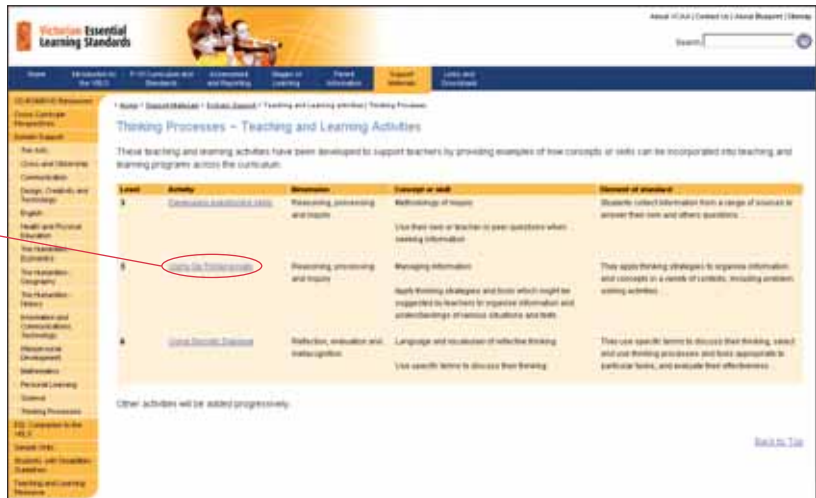


Figure 4. Thinking Processes Teaching and Learning Activities
<http://vels.vcaa.vic.edu.au/support/domainsupport/development/tlactivities.html>



The teaching and learning activities will not only demonstrate the explicit teaching of a skill or concept but provide links to resources to support understanding.

Figure 5. Teaching and Learning Activity

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Teacher Reference Group

Sample Programs

- | | | | |
|------------------|-------------------------------------|--------------------|--------------------------|
| Robyn Booth | Barwon Heads PS | Malcolm Martin | Upwey HS |
| Deborah Cummings | Marist-Sion College | Jeanette Ottley | Mt Evelyn PS |
| Steve Higham | Mackillop Catholic Regional College | Simone Radolnik | Stonnington PS |
| Roslyn Howard | St Catherine's PS | Margot Sanders | Gisborne SC |
| Mary-Anne Jansen | Glen Iris PS | Maria Saunders | St Aloysius College |
| William Keane | Emmanuel College | Vickie Schavoni | Maiden Gully PS |
| Janet Lancaster | Shepparton HS | Maureen Theobald | Mount Waverley Secondary |
| Richard Malone | Caulfield Grammar, Wheelers Hill | Melissa Wisniewski | Aldercourt PS |
| Domenic Zappia | Bairnsdale SC | Tali Wyner | The King David School |

VELS Classical languages standards

The Victorian Curriculum and Assessment Authority has produced standards for a fifth Languages Other Than English (LOTE) category, adding to the existing four currently available to assist with the assessment of languages in our schools.

A set of generic standards for LOTE: Classical languages for Levels 5 and 6, Pathway 2 has been produced. Extensive consultation indicated that there is still very little uptake of Classical languages in the primary school so the development of standards has focused only on Pathway 2. To accommodate the addition of Classical languages to the existing LOTE categories, some amendments have been made to the existing LOTE introduction.

The standards will be appropriate for use by teachers of Latin and Classical Greek as the basis for developing teaching and learning programs and assessing student achievement from 2008 and provide an appropriate and much needed assessment tool for teachers of Latin and Classical Greek. The Classical languages standards will be distributed to schools teaching Classical languages and published on the VCAA website in early December.

P-10 ASSESSMENT

National Literacy and Numeracy Testing 2008

The first national tests in literacy and numeracy will be conducted in May 2008. These tests will involve all students in Years 3, 5, 7 and 9 from all states and territories.

Timetable

National testing will be conducted for all four year levels in 2008 on:

- Tuesday 13 May: Language Conventions and Writing
- Wednesday 14 May: Reading
- Thursday 15 May: Numeracy.

There will be opportunities for 'catch up' tests to be conducted until Friday 23 May 2008 for any students who were unable to do the tests on the nominated day.

In general, there will be little change for students, teachers and schools from the existing arrangements currently in place for the AIM tests.

The main differences are that:

- the tests will be held over three days instead of two days
- spelling, punctuation and grammar, currently part of the AIM English test, will be in a separate Language Conventions test
- Teacher Assessed Tasks will not be part of the national testing program.

Use of Calculators

Year 7 and Year 9 students will each undertake two numeracy tests. The second test will require the use of a calculator. Schools will need to ensure that all Year 7 and Year 9 students have either their own calculator, or a calculator that they are familiar with, to use during the test. Schools are advised to have a reserve of working calculators available for students to use should students forget to bring their own calculators, or if their own calculator fails during the course of the test.

National Writing Test markers still required

The VCAA is responsible for the marking of Victorian students' Writing tests. Applications from current or retired teachers – especially those from the Primary sector – are still being sought for this challenging and important project.

Here is the opportunity to be part of a new process in 2008 that will provide training in the marking of Years 3, 5, 7 and 9 writing, experience in applying national criteria to state-wide student responses and insight into the varied approaches applied by students to extended writing tasks. All writing scripts are marked online and a basic level of computer proficiency from markers is expected.

Marking will begin on Sunday 18 May, and is expected to be completed by Friday 6 June, 2008. The VCAA will hold half-day training sessions on the weekend of 3–4 May, and markers will also be expected to attend a full-day training session over the weekend 17–18 May.

Persons interested in marking must register on the SSMS website as only electronic applications will be processed. Markers may not work concurrently on other large-scale marking projects during the 2008 marking period (Sunday 18 May to Friday 6 June).

Early bird appointments will be made by email in the period December to March.

Closing date for applications is Monday 10 March 2008.

October 2006 to October 2007

The detailed contents for this issue are on the front cover. This index records items in all issues from October 2006 to October 2007. Index items are given an issue number and page number only.

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Victorian Essential Learning Standards

Internet

Domain Support

The Arts, Information and Communications
Technology, Interpersonal Development, Personal Learning, Thinking Processes

Assessment maps

The Arts – 5.75
Civics and Citizenship – 4.75
Communication – 3.75
Design, Creativity and Technology – 2.25, 2.5, 2.75, 4.25, 4.5, 5.75
Information and Communications Technology – 3.75, 4.25, 4.5, 4.75
Interpersonal Development – 4.25, 4.75, 5.75

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their individual school's reports, drilling down into the detail which enabled them to evaluate the data effectively to inform future school planning and priorities.

This was the final year of the AIM state-wide testing program. I would also like to thank the many people across Victoria who contributed their time and expertise to AIM-related activities, such as the marking of student writing, item construction and test review.

The National Assessment Program – Literacy and Numeracy will be introduced in May 2008. While the VCAA will not be directly responsible for the construction of the national tests, it will have an integral role in the review and selection of test items and will continue to be responsible for both test implementation and the marking of Victorian test papers.

The National Assessment Program is a significant achievement as it has involved all Australian states and territories reaching agreement on a range of issues such as the nature of the tests, marking schemes and procedures and analysis of data.

In much the same way, all states and territories will work with the Commonwealth Government to develop core content and achievement standards beginning in 2008 with English, Maths and Science.

Although it's too early to predict the exact nature of this work, it's not too early to state that the next round of national curriculum development will mark a genuine step forward in the substance of national consistency. We look forward to playing our part.

Finally, I would like to extend, on behalf of the VCAA Board and staff, my best wishes to you all for the festive season. I trust that you are all able to take the opportunity to relax, recharge the batteries and return genuinely refreshed for the opportunities that will open up in 2008.

This year the VCAA Christmas Card comes courtesy of Carlton North Primary School. Our thanks to Ella Nicholls from Grade 5/6 whose design we are using and to the Principal, Ann Stafford and all the staff and students who worked on this project with us.



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

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