



VCAA Bulletin P-10

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

Principal Curriculum Coordinator PD Coordinator NAPLAN Coordinator P-10 Teachers

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Update on the Early Learning and Development Framework 0-8

Background

On 5 February 2008, the Premier and Minister for Children and Early Childhood Development announced a package worth a total of \$8.1 million over four years to assist children's transition from childcare and kindergarten to school, including the development of the Victorian Early Learning and Development Framework 0-8.

As part of the Council of Australian Governments National Reform Agenda, all states have agreed to explore ways to give children the best possible start in life. This includes the development of a National Early Years Learning Framework covering the years from birth to five and transition to school.

The Victorian Framework is linked closely to the National Framework and work is underway.

What's happening in Victoria and throughout Australia

The National Early Years Learning Framework Discussion Paper will be released by the Council of Australian Governments (COAG) for consultation in early August 2008. This is an important first step in the national reform agenda for early childhood education and care.

The consultation process will be held in all jurisdictions throughout August and early September 2008. The purpose of these consultations is to seek the views of a wide range of stakeholders to inform development of an early years framework.

Consultations in Victoria in August/September 2008

Locations include Dingley, Moonee Valley, Bendigo, Ballarat, Geelong, Mildura, and Benalla.

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Using graphic organisers in the Thinking Processes domain

As part of the work undertaken last year in developing support materials for the Thinking Processes domain, concepts and skills charts were published for each dimension with teaching and learning activities designed to explicitly teach a particular concept or skill. Another tool used by teachers to facilitate thinking by their students is graphic organisers. Graphic organisers can be used in teaching, learning and assessment activities by students and teachers.

To support teachers in understanding the Thinking Processes domain a series of graphic organiser examples have been developed to assist teachers in understanding the purpose of the thinking tools and how each could be used. Advice has also been written to explain what graphic organisers are, how they assist the thinking process and how they benefit student learning.

Each graphic organiser example indicates which Thinking Processes dimension it supports and identifies the key concept or skill they address. The examples use either a primary or secondary context to illustrate how the graphic organiser works and the key elements to think about to maximise the effectiveness of the tool. These examples are designed to be printed for display and to be used by teachers and students as a resource. Blank templates have also been devised as an electronic resource for use by teachers and students.


The graphic organisers can be accessed on the VELs website in the Thinking Processes Domain Support in the Teaching and Learning Support section at: <http://vels.vcaa.vic.edu.au/support/domainsupport/thinking/index.html#H2N40005E>

Icons on the Thinking Processes concepts and skills charts will also link to the relevant graphic organisers.


An example of a primary school graphic organiser is shown on this page with a secondary school example on page 11.

For further information about the graphic organisers contact Peta Evans on (03) 9651 4405 or email: evans.peta.p@edumail.vic.gov.au

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Graphic Organiser




Thinking Processes – Decision Making

REASONING, PROCESSING AND INQUIRY	CREATIVITY	REFLECTION, EVALUATION AND METACOGNITION
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S.W.O.T. Analysis





How Does It Work? This tool provides you with a framework for your investigation that encourages you to look at the issue from both sides and to consider that information as you make decisions.

KEY ELEMENTS TO THINK ABOUT

<ul style="list-style-type: none"> Consider the strengths of a particular situation. From these strengths develop opportunities which could arise. 	<ul style="list-style-type: none"> Consider the weaknesses of a particular situation. From these weaknesses develop threats that could arise. Address these where possible in your recommendations.
--	---

TASK
Cigarettes should not be sold in stores or supermarkets where children might shop.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> It would be harder for children to buy cigarettes. If there were fewer shops selling cigarettes, it would be more difficult for smokers to buy them and more smokers might quit. Children won't see cigarettes as often, so they might be less interested in them. 	<ul style="list-style-type: none"> Supermarkets and milk bars will lose money. Smokers who find it hard to get their cigarettes will suffer withdrawal and be unhappy. Cigarettes are still legal to buy for those over 18.
OPPORTUNITIES 	THREATS 
<ul style="list-style-type: none"> Because there would be less places where cigarettes are sold, QUIT could get more resources in. Shops would have more space to sell other products. 	<ul style="list-style-type: none"> Smokers will be unhappy and might protest to influence the government. Some milk bars and supermarkets could go out of business because of the money they lose by not selling cigarettes.

Recommendations: I believe that the strengths far out weigh the weaknesses of this idea. Maybe the law should be changed so that there are less places where cigarettes can be sold.

Graphic Organiser – Primary Example © VCAA 2008

Example of a primary school graphic organiser

The National Curriculum Board

The National Curriculum Board (NCB) is responsible for developing an Australian national curriculum for all students from kindergarten to Year 12, starting with English, mathematics, the sciences and history. As a second phase of work, national curriculum will be developed in languages and geography.

National curriculum will be developed collaboratively. The focus of 2008 is scoping of the Board's work, and the focus of 2009 will be the development of the curriculum. The Secretariat for the NCB will be located in Melbourne.

The Board convened as its first major event, the *Into the Future — National Curriculum Board Forum*, at the Hilton Melbourne Airport Hotel on Friday 27 June 2008.

The discussion paper, issued prior to the forum, raised questions on which the National Curriculum Board will need to form a clear view in order to develop writing guidelines for drafting curriculum documents. The paper is available at:

www.ncb.org.au/verve/_resources/development_paper.pdf

Chris Wardlaw, Deputy Secretary, Department of Education and Manpower, Hong Kong, delivered the keynote address and spoke to the main points in the discussion paper with strong emphasis on the recent reforms in the structure of national curriculum in Hong Kong. This keynote address and the associated Microsoft PowerPoint slides can be found at:

www.ncb.org.au/communications/vodcasts.html

The next step at the national level is that the NCB commences a series of capital city meetings which will include state-based consultations in:

Sydney 15–16 September

Adelaide 6–7 November

At a state level, the next step is the formation of the Victorian reference group whose function will be to offer advice to the NCB from a Victorian perspective.

For further information on the National Curriculum Board visit the website: www.ncb.org.au/home_page.html

Multiculturalism in the VELS

Multicultural perspectives form an integral part of the VELS with standards across the domains focusing on areas such as:

- the diversity of Australians
- understanding aspects of culture and cultural heritage in relation to Australia
- the countries in our region and the globe
- principles and values which underpin a harmonious, pluralistic democracy
- initiation and maintenance of positive social relationships with a range of people in a range of contexts
- connections between language and culture and the influence of culture in students' lives
- exploration of various forms of cultural expression.

A chart has been developed which identifies key areas of the VELS that support the development of knowledge, skills, values and behaviours which support multiculturalism. These include the domains of Civics and Citizenship, Health and Physical Education, The Arts, History, LOTE and Interpersonal Development. Other domains including English, Thinking Processes and Personal Learning also underpin this area.

The chart can be accessed in the Cross-Curricular Perspectives section of the Teaching and Learning Support on the VELS website: <http://vels.vcaa.vic.edu.au/support/crosscurricular/multiculturalism.html>

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VCAA website

Details outlining the dates, locations and times for consultation in Victoria will be available on the VCAA website <www.vcaa.vic.edu.au> by 8 August 2008.

The next steps

In line with the development of the National Early Years Framework, a draft Victorian Discussion Paper will be developed in September on the early years of school and the connection to the Victorian Essential Learning Standards (VELS).

Throughout October and November 2008 regional consultations on the draft framework will take place in all jurisdictions.

Consultations in Victoria will include discussion on the early years of school and the connection to the VELS.

Timelines

From April 2009 to December 2009 it is intended that the National and Victorian Frameworks will be trialled in a range of sites. Full implementation of the Early Learning and Development Framework will be in place by February 2010.

For further information on the VCAA website, contact:

Sarah Gibbons, Project Officer

Tel: (03) 9651 4643

Email: gibbons.sarah.c@edumail.vic.gov.au

Assessment Maps update

Twenty-five new work samples have now been published on the LOTE assessment map. They include samples in German and Indonesian in the Roman alphabetical languages category, Greek and Arabic in the Non-Roman alphabetical languages category and Chinese in the Character languages category. The samples represent work at Levels 4, 5 and 6 in Pathway 1 and Levels 5 and 6 in Pathway 2. The work samples are available in the Assessment and Reporting section of the VELS website at: <http://vels.vcaa.vic.edu.au/assessment/maps/index.html>

For further information on the assessment maps project please contact Maggie Bishop on (03) 9651 4335 or email: bishop.maggie.p@edumail.vic.gov.au

LOTE Assessment Map – Sign Languages – Auslan

Auslan, the sign language of the Australian deaf community, is a unique language. An increasing number of schools in Victoria are offering Auslan as a second language, including schools for the Deaf, those with a Deaf Facility and mainstream schools. Auslan is also available as a VCE study.

Auslan is a language which has been developed entirely on the use of the hands and body but is capable of communicating and conveying the same depth of meaning as other languages. Auslan does not have a written form and therefore provides different challenges for teaching to other languages.

Annotated work samples in Auslan are currently in development and will shortly be available on the LOTE assessment map on the website. There will be eight samples of student work across Pathway 1 and 2. This will complete the fourth category of languages represented – Sign languages – the others being Roman alphabetical languages, Non-Roman alphabetical languages and Character languages.

The visual material provides a practical guide to the assessment of student work against the VELS. The student work samples demonstrate the many characteristics of the Auslan language including hand shapes, orientation, location, movement, facial expressions, natural gestures, finger spelling and body language. These work samples include work from hearing and deaf students who may or may not use the language at home or have access to it outside school.

For further information about this project contact Gabriella Bertolissi on (03) 9651 4656 or email: bertolissi.gabriella.r@edumail.vic.gov.au

Level 6 Mathematics VELS implementation advice

Use of Computer Algebra System (CAS) technology

During 2007 advice was published on the VELS website for Level 6 of the Mathematics domain and possible approaches to incorporating CAS in Years 9 and 10. This advice and related materials have been developed to support teachers in preparation for subsequent implementation of Mathematical Methods (CAS) Units 1 and 2.

The 2007 material includes a sample course planner, two case studies from former CAS pilot schools currently implementing Mathematical Methods (CAS) Units 1–4, and sample activities. These, and related materials, are being progressively updated during 2008 to include:

- an additional case study
- a revised sample unit Visiting Vines that involves Mathematics, Personal Learning and Thinking Processes domains including reference to employability skills
- a sample of work Bottles and Barrels at: http://vels.vcaa.vic.edu.au/assessment/maps/maps_domain/thinking/level6.html#H2N10033

- new samples of work on the Maths assessment map at Levels 5 and 6 and corresponding sample units relating to the use of CAS at Level 6 with respect to the Structure and Working mathematically dimensions that are being developed with a view to publication in late 2008.

Technology with CAS functionality can be used alternatively in the teaching and learning of mathematics in the Preparatory to Year 12 curriculum. Technology incorporating symbolic manipulation functionality (or computer algebra as it is also known) can be used to support or incorporate text, numerical, statistical, graphical and geometry functionality. This means that CAS technology can be used in a wide range of applications in each of the five dimensions within the Mathematics domain.

For more information regarding the Computer Algebra System technology and the associated curriculum advice please contact Dr David Leigh Lancaster on (03) 9651 4537 or email: leigh-lancaster.david.d@edumail.vic.gov.au This material is available at: <http://vels.vcaa.vic.edu.au/support/domainsupport/maths/cas.html>

Interactive resources for the VELs at Languages Online

Languages Online <www.education.vic.gov.au/languagesonline> has been developed by the Department of Education and Early Childhood Development and provides a range of resources to help teachers integrate skills and knowledge from across the curriculum into their programs. Access to the site and all resources is free.

The website offers materials primarily for language teachers and students, but since 2007 a new range of resources has been released which all teachers may find useful. The resources include:

- a downloadable 'Game Maker' application that enables students to create simple interactive games using their own text, images and voice recordings
- a downloadable Portal Maker which allows users to create a web page that acts as a gateway or 'index page' with links to electronic resources, games, multimedia files and other web pages for students to use
- a 'Comprehension Task Maker' which teachers (and students) can use to create screen-based multimedia tasks with questions
- the 'Cross Curriculum toolkit' presents information, advice and suggestions for teachers and students about linking LOTE with cross-curricular knowledge and skills from the Interdisciplinary and the Physical, Personal and Social strands
- videos showcasing collaborations between LOTE and other teachers to create successful cross-curricular programs.

The latest tool in development, the LOTE Rubric Maker, reflects a key principle underpinning the VELs: that students can apply knowledge and skills from across the three strands to their LOTE work, and be assessed accordingly.

This new downloadable application is designed to help teachers create assessment sheets measuring performance against the VELs standards and progression points, using an easy step-by-step process:

- Teachers enter details about a task and the LOTE pathway and level at which it will be assessed.
- They specify the student 'products' which will be evidence of their learning.
- They select from a list of key knowledge and skills required for these products. Using these search criteria, the LOTE Rubric Maker filters and displays all relevant standards or progression points across all domains.
- Teachers then select the specific standards they wish to teach and assess.
- They can add the performance levels of their choice.
- The completed rubrics can be adapted for student self-assessment, and saved as Word documents for editing and customising. The rubric can be printed, copied or personalised via a mail merge with a class list. Teachers of other subjects can create rubrics as well. Rubrics that measure performance directly against the standards will help teachers to make accurate on-balance judgments about student achievement at reporting time.

The LOTE Rubric Maker can also be used for:

- planning assessment over a semester
- auditing existing work tasks against the VELs
- understanding key knowledge and skills at a particular level
- teachers to identify possibilities for collaboration on cross-curricular projects.

The LOTE Rubric Maker is due for release in late August. The Languages Online team welcomes any feedback or questions about the resources on offer. They can be contacted at: languagesonline@edumail.vic.gov.au

About the NAPLAN Data Service 2008

As stated in the June 2008 VCAA Bulletin P-10 Issue 35, the VCAA will modify its existing AIM Data Service to accommodate the reporting of national tests while continuing to provide schools with access to past AIM data. At the time of publication, the VCAA envisages that NAPLAN 2008 Years 3, 5, 7 and 9 data will be made available for schools to access via the internet, in mid-September. The NAPLAN Data Service will incorporate AIM results from state-wide testing conducted from 2003 to 2007. Hence all student and school results from 2003 to 2008 can be accessed by schools on this website. Schools must use their own unique login and security password to access their results.

The NAPLAN Data Service will also contain a demonstration school with indicative data for each level. The demonstration school is Victoria College and presents test results for Years 3, 5, 7 and 9.

In most cases report formats are similar to those used in the AIM Data Service. However, the reports have been reordered to allow schools to first access a global view of state and school data, then drill down to reports which provide individual student achievement and item level information.

Reports on a national scale

The National Assessment Program scale maps student outcomes onto a ten band continuum. Where appropriate, the NAPLAN Data Service will display results against these bands. National, state and school distributions will be presented as box-and-whisker graphs plotted against the bands relevant for the year level selected.

- Year 3 – results will be reported in Band 1 to Band 6
- Year 5 – results will be reported in Band 3 to Band 8
- Year 7 – results will be reported in Band 4 to Band 9
- Year 9 – results will be reported in Band 5 to Band 10.

National Benchmarks

There are no National Benchmarks for NAPLAN 2008. The idea of a single point benchmark has been replaced with the concept of a minimum standard defined by a particular Band.

- For Year 3 the minimum standard is Band 2
- For Year 5 the minimum standard is Band 4
- For Year 7 the minimum standard is Band 5
- For Year 9 the minimum standard is Band 6.

Estimated VELS Equivalent reports

The VCAA undertook an equating study to facilitate the provision of Estimated VELS Equivalent scores for NAPLAN test outcomes. The Data Service will report these Estimated VELS Equivalent scores where applicable, allowing schools the choice of displaying some reports against either the ten-band National Achievement Program scale (National report) or the Estimated VELS Equivalent scale (Estimated VELS Equivalent report).

New reports

Two new reports will be available in 2008. The first is the Item Analysis Report, which provides comprehensive data at an item level for each test. The second is the Student Participation Status Report, which lists the participation status (Present, Absent, Withdrawn or Exempt) of each student for each test.

Trend data

There are some differences in both the construct and the content of the 2008 NAPLAN tests compared to the AIM tests. No report will be available that provides a direct comparison to past AIM data until further analysis has been undertaken. The differences in the tests mean such comparisons are unlikely to provide meaningful or reliable results. A trend data report will be introduced in 2009, allowing school data comparisons back to 2008. By 2012, this report will accommodate five-year trend analysis based on the national tests. Similarly, matched cohort comparison reports showing group or individual student growth between testing years will be available from 2010.

'Like School' data

As 'Like School' classifications are no longer being used or updated by the Department of Education and Early Childhood Development (DEECD) in Victoria, 'Like School' data is not included in the NAPLAN Data Service. Reports which previously showed 'Like School' comparisons will instead compare school results to those from across both the state and the nation.

New Parent Report format

At the time of publication, the VCAA envisages that NAPLAN Parent Reports will be delivered to schools for distribution to parents in mid-September. The format of

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the Parent Reports will be the same for all states and territories and has been set nationally for reporting student achievement results to parents for NAPLAN in 2008.

Each Parent Report will include information such as:

- student and school details
- information about the NAPLAN tests
- a 'How to read the student report' section
- a pictorial example
- individual student achievement results for Reading, Writing, Language Conventions (consisting of Spelling and Grammar and Punctuation) and Numeracy on the National Assessment Achievement Scale
- an indicator for each assessment area that shows the national average and the middle 60% of national results

- a written description for each assessment area identifying the types of skills assessed
- a 'Summary of Skills and Understandings Assessed' table describing what students are likely to demonstrate in each of the bands.

As 2008 is the first year of national literacy and numeracy testing, parental interest in NAPLAN results is very high and it is essential that Parent Reports are delivered as soon as possible after their arrival at the school. Parent Reports are confidential documents that contain personal information about each student and, given the need for confidentiality, the VCAA asks all schools to consider a direct mail out to parents or to issue the reports directly, through, for example, an information night or by collection from the school by parents.

NAPLAN professional development

The VCAA will release the NAPLAN 2008 results for each school through the web-based NAPLAN Data Service. This will enable schools to extract a range of detailed reports that can be analysed and used to plan improvements to programs and identify students in need of individual assistance or enrichment. As in previous years, principals, NAPLAN coordinators and classroom teachers will be invited to attend professional development workshops where the NAPLAN Data Reports will be demonstrated and explained.

The VCAA is in the process of selecting a contractor to conduct a minimum of 60 three-hour workshops across metropolitan and rural Victoria, with approximately 1500 to 2000 school personnel participating. The workshops will be free-of-charge for participants. Morning, afternoon and after-school sessions will be offered to maximise opportunities for participation.

It is expected that the program will include:

- a presentation on the use of the NAPLAN Data Service Reporting package
- an explanation of terms, definitions and report formats
- an explanation of the statistics generated by the testing
- recommendations for using data to improve teaching programs.

The NAPLAN 2008 professional development workshops will be conducted during October and November and an invitation will be distributed to schools in early October. Information about dates and venues will be posted on the VCAA website when it becomes available.

NAPLAN 2009 Important Dates

NAPLAN tests will be conducted from 12 to 14 May 2009.

The sequence and time allocation for tests is expected to be the same as in 2008.

That is:

Tuesday 12 May Language Conventions and Writing

Wednesday 13 May Reading

Thursday 14 May Numeracy

(with Years 7 and 9 completing a non-calculator and calculator allowed test)

The VCAA will notify schools as soon as possible if any changes are made to these arrangements.

Observation visits to schools during 2008 NAPLAN Testing

The VCAA would like to thank all the observers who conducted observation visits on the days of the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. In all, 110 schools, spread broadly over Metropolitan and Country Victoria, were observed over the three-day testing period from 13–15 May and also during the catch-up period which ended on Friday 23 May. We are particularly grateful for the promptness with which the duly completed observation reports were returned to us and the attention to detail contained therein.

The VCAA also sincerely thanks the schools and teachers involved for being so accommodating and for providing us with vital feedback about the frontline practicalities of administering the tests. The invaluable information contained in these reports will enable us to identify ways in which we can improve and streamline the testing and security processes for next year.

VCAA Assessment Online

On Demand Testing

Development of Progress Tests

The VCAA is developing a series of Progress Tests that will assist teachers to monitor their students' development against the Victorian Essential Learning Standards (VELS). The tests are based on trials conducted by the VCAA in late 2007. Twelve Progress Tests are scheduled for release in Term Three, 2008. There will be six Reading and six Mathematics (Number) Progress Tests across year levels 3 to 8. Schools will be notified by memorandum when the Progress Tests are available online.

The VCAA On Demand Testing system is provided free to both Victorian government and non-government schools via the internet. To access the Progress Tests schools will need to be a registered user of the On Demand system.

Schools will need their VCAA five-digit school code to register electronically. Alternatively, schools can contact the Administrative Support Unit (details below).

On Demand professional development

The VCAA is conducting a series of professional development training programs in Melbourne metropolitan venues in August 2008 for those schools using or intending to use the On Demand testing applications.

The intended audience includes Assessment and Reporting Coordinators, Curriculum Coordinators, interested teachers and DEECD Central and Regional staff. Schools were notified of details of the training programs via Memorandum to Schools 63/2008, 24 July 2008.

Delivery of the professional development workshops will depend on demand and will be held from 1.00 pm to 3.30 pm. The allocation to the sessions is on a first-come-first-served basis. As places are limited a maximum of two places per school will be allocated.

Contacts

Any queries regarding registration for On Demand testing and professional development should be directed to the Administrative Support Unit on 1800 827 721 or (03) 9651 4482. Please leave a message on the Voice Mail service if your call is not answered immediately. Alternatively, fax enquiries to (03) 9651 4551 or email: vcaa.ondemand.support@edumail.vic.gov.au

June 2007 to June 2008

The detailed contents for this issue are on the front cover. This index records items in all issues from June 2007 to June 2008. Index items are given an issue number and page number only.

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Victorian Essential Learning Standards

<<http://vels.vcaa.vic.edu.au>>

Concept and skills charts in Word and PDF for
Interpersonal Development, Thinking Processes,
Information and Communications Technology, and
Personal Learning

LOTE Assessment map – French, Indonesian, Chinese,
Greek, Arabic and German

Employability Skills Sample Units – Channel
Deepening, The Ins and Outs of Waste, and
Australians – Yesterday and today.

National Consumer and Financial Literacy Framework
Multiculturalism in the VELS



Graphic Organiser

Thinking Processes – Testing and Exploring Ideas			
REASONING, PROCESSING AND INQUIRY	CREATIVITY	REFLECTION, EVALUATION AND METACOGNITION	
	4 C'ing		
How Does It Work?	This tool will help you to focus on a personal situation and explore the choices that <u>you</u> have and the consequences of these choices for <u>you</u> . It allows you to figure out the best way that will allow you to attain a desired goal.		
KEY ELEMENTS TO THINK ABOUT			
<ul style="list-style-type: none"> Write your challenge for the centre square Then write down the choices that you feel are relevant to you. Consider these choices carefully and honestly and record the consequences in a truthful manner. Look at the results of the possible choices that you have to make and choose accordingly. 			
TASK			
Choose a situation in your life that you are not completely happy with and consider your choices, what would happen if things changed and make a choice about taking a step to improve the situation.			
CONSEQUENCES: I am unhappy and feeling scared. I don't want to come to school.	I could walk home a different way. It will stop if I ignore it. The bully might get bored with me.	The bully might learn how hurtful he/she is.	The bully might end up listening to me and respecting me.
It might stop. Others will respect me. Bullies are afraid of being caught.	CHOICES: Ignore it Stand up for myself	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> CHALLENGE: I'M BEING BULLIED </div>	Try to negotiate Tell an adult/parent or someone I trust
I could learn to be confident and assertive.	It might get worse. I might get hurt. Others might join in	They will make the bully realise it is wrong.	I might be seen as a 'dobber'! I would feel a lot better sharing my problem.
CONCLUSION: I think I will learn to be more assertive and ask my teacher to help me deal with bullying at school.			

Graphic Organiser – Secondary Example © VCAA 2008

Example of a Secondary School graphic organiser

Beijing 2008 Olympic Games

The opening ceremony of the XXIX Summer Olympic Games in Beijing begins 8 August until 24 August 2008.

There are many resources to assist teachers and schools to plan programs during this exciting time.

The Official Website of the Beijing 2008 Olympic Games August 8–24 2008 is at: <http://en.beijing2008.cn/>

The 2008 Australian Olympic team has access to educational resources produced by the Australian Olympic Committee on their website at: www.olympics.com.au/.

The Learning Federation has developed Olympics themed classroom resources including digital learning resources and these can be accessed at: <http://tlfstage.curriculum.edu.au/default.asp>.

All schools received the Melbourne 2006 Commonwealth Games education resources developed by the VCAA in partnership with the Department of Education and Training and the Office for Commonwealth Games Coordination. The resources whilst being specifically developed for the Melbourne Commonwealth Games can be adapted by teachers for the Beijing Olympic Games.

For example:

- the Let the Games Begin! Middle Years Resources explores the ethical decision-making and organisational processes associated with hosting an event
- the United through the Games – Integrated Units focuses on celebrations, environment, identity, change and participation.

VCAA Bulletin (VCAA Bulletin VCE, VCAL and VET; VCAA Bulletin P–10) is an official publication of the Victorian Curriculum and Assessment Authority. Principals are advised to ensure that it is circulated among teaching staff.

One copy should be filed for reference.

The VCAA Bulletin is also available online at: www.vcaa.vic.edu.au

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

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