



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

CONTENTS

CEO's column	1
National Statements of Learning in the VELs	2
Sexuality education and the VELs	2
Asia in the VELs	3
VELs and employability skills	4
National Assessment Program – Literacy and Numeracy 2008	5
NAPLAN Writing Test – Markers still required	6
NAPLAN test administration website	6
Student Pre-enrolment	6
INDEX: November 2006 to December 2007	7
Distribution: 22 November 2007 to 9 January 2008	7
Mapping Advance to the VELs	8

CEO's column



Welcome back to the New Year. It looks to be an exciting one with major work to be done in developing national content and achievement standards in at least English, Maths, Science and History. The details of how the work is to be done are being worked on at present but if it is to be delivered, 2008 will be a crucial year.

Our Board has discussed various approaches to this work over the past 12–18 months. It is clear that Victorian schools value many aspects of the VELs, not least the recognition of the complementary nature of the relationship between established content areas and the innovative approaches to learning embedded in the Personal and Social Learning and Interdisciplinary strands. Most states and territories are developing various approaches to recognising these two elements in their curriculum documents.

How these will be accommodated in the proposed new national declaration will be one of the challenges in working on national curriculum. The VCAA will be looking to provide positive advice about how this work can contribute to the improvement of learning for all. We will not be clinging to state differences for the sake of it – where local flexibility is in the best interest of learning we will be promoting it. We see many opportunities for real interstate co operation and partnerships that support a truly national approach, which is not the same as one which emanates from one source alone.

This year is the first year for national literacy and numeracy testing. As you know the VCAA will continue to administer all elements of this testing at Years 3, 5, 7 and 9 in Victorian schools. This Bulletin provides further detailed information on the implementation of the new tests.



National Statements of Learning in the VELs

The National Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communications Technology (ICT).

They were developed as a means of achieving greater national consistency in curriculum outcomes across the eight Australian states and territories under the direction of the Australian Education Systems Officials Committee (AESOC), the project management of Curriculum Corporation, and with expertise contributed by all states and territories. It was proposed that they be used by state and territory departments and curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents. They were agreed to by Ministers of all Australian states and territories in August 2006.

Relationship with the VELs

During 2007, the VCAA prepared a detailed map to show how the Statements of Learning are addressed and incorporated in the VELs. It is pleasing to note that there is a high correlation between VELs learning focus statements and the Statements of Learning as the VCAA ensured that the draft statements of learning were taken into account when developing and validating the VELs.

Sexuality education and the VELs

The VCAA has developed two resources to assist schools to place sexuality education in the context of the VELs. These are:

- 'Where does sexuality education fit within the VELs?' – a Microsoft PowerPoint presentation
- Sexuality Education Curriculum Audit Tool.

The PowerPoint presentation provides an overview of the place of sexuality education in the VELs with a particular emphasis on the Health and Physical Education and Interpersonal Development domains.

The Sexuality Education Curriculum Audit Tool assists schools to evaluate their sexuality education curriculum against the VELs. In using the tool, schools will identify:

- the components of sexuality education that are currently included in the school curriculum
- topics and themes relevant to sexuality education that are not currently addressed in the school curriculum that could be included in the future
- the teaching and learning resources required to support the teaching of specific topics or themes relevant to sexuality education

Additions to the VELs

To highlight the relationship between the Statements of Learning and the VELs, some minor additions to introductions and learning focus statements have been made:

- each of the introductions to the VELs now includes a general statement referring to the National Statements of Learning
- a statement has been added to each relevant learning focus statement to indicate its relationship to the Statements of Learning
- in some cases, VELs learning focus statements have been modified to address elements of the Statements of Learning not previously specified. These are noted at the end of each learning focus statement as elaborations
- where VELs refers to Statements of Learning at a lower level, a statement has been added to the learning focus statement at the preceding level to indicate this.

It is important to note that the standards used for curriculum planning, assessment and reporting have not changed.

For further information about the National Statements of Learning see: www.mceetya.edu.au/mceetya/default.asp?id=11893

For further information about the detailed mapping contact Warren Tse on (03) 9651 4410 or email tse.warren.w@edumail.vic.gov.au

- the additional skills and support required to implement a comprehensive sexuality education curriculum.

This audit tool focuses on the Health and Physical Education and Interpersonal Development domains which have the strongest curriculum links to sexuality education. Audit pages have been provided for these two domains. Other domains such as English, History, Civics and Citizenship and Science could potentially provide opportunities to address topics relevant to sexuality education. A blank audit format has been provided to allow schools to investigate other domains that may address topics relevant to sexuality education.

Both the Microsoft PowerPoint presentation and the Sexuality Education Curriculum Audit Tool can be accessed from <http://vels.vcaa.vic.edu.au/support/domainsupport/hpe/index.html>

For further information contact Nerida Matthews on (03) 9651 4444 or email matthews.nerida.a@edumail.vic.gov.au

Asia in the VELS

National Statement

In 2006 all states and territories approved The *National Statement for Engaging Young Australians with Asia in Australian Schools* through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) (available at: www.asiaeducation.edu.au/public_html/aef_statement.htm).

The statement identifies the broad knowledge, understandings, values and skills required to engage with Asia and four main reasons for developing knowledge and understanding of Asia and Australia's relationship with Asia. This includes contributing to:

- being good neighbours and responsible global citizens
- harmonious Australia
- creative Australia
- prosperous Australia.

Underpinning these reasons is intercultural understanding and the values and dispositions required to support a harmonious multicultural society.

Asia and the VELS

The VELS provides opportunities for a strong focus on Asia at all levels of the curriculum from P–10. This includes:

- specific content in History and Geography
- implicit Asian content in areas of the curriculum which look at, for example, Australian history, Australian trade and multiculturalism including Civics and Citizenship, History, Economics, The Humanities
- LOTE
- domains which support the development of values and dispositions which support intercultural understanding in particular Interpersonal Development but also Thinking Processes and Communication
- opportunities for Asian content in domains such as The Arts and English.

While The Arts contain no specific Asian content, there is a strong emphasis at all levels on exploring culture expression: *By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology.*

Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understandings of the diverse perspectives that constitute our cultural heritage.

For students, interaction through the Arts brings contact with the Indigenous cultures of Australia and the cultures of our nearest neighbours.

(The Arts, Introduction, Available: <http://vels.vcaa.vic.edu.au/essential/discipline/arts/index.html>)

Within English, Asian content can be provided in text choices and issues teaching. The Asia Scope and Sequence for English (available: http://www.asiaeducation.edu.au/public_html/scope_sequence.htm) provides support and advice about exemplary resources for teachers of English.

A chart has been developed which outlines the key areas of the VELS which support studies of Asia and includes the domains of Interpersonal Development, Civics and Citizenship, History, Geography and Economics. This is now available on the VELS website in the Support materials section at: <http://vels.vcaa.vic.edu.au/support/crosscurricular.html>

For further information about the chart, contact Pat Hincks, Curriculum Manager, The Humanities on (03) 9651 4439 or email: hincks.patricia.m@edumail.vic.gov.au

Asia Education Foundation (AEF) Resources

The Asia Education Foundation website contains a range of resources to support VELS standards:

See:

Asia Scope and Sequence for English

Asia Scope and Sequence for Studies of Society and Environment

Asia Scope and Sequence for The Arts. Available: www.asiaeducation.edu.au/public_html/scope_sequence.htm

English Units of Work (Primary and Secondary). Available: www.asiaeducation.edu.au/public_html/scope_sequence.htm

SOSE Units of Work (Primary and Secondary). Available: www.asiaeducation.edu.au/public_html/scope_sequence.htm

Curriculum resources based of Studies of Asia texts: www.asiaeducation.edu.au/public_html/c_res_intro.htm

The Victorian Studies of Asia Adviser is Lisa Hayman, Department of Education and Early Childhood Development (DEECD): tel: (03) 9637 3752, email: hayman.lisa.l@edumail.vic.gov.au

VELS and Employability Skills – Years 9 and 10

Expressions of Interest

The VCAA is interested in working with teachers of Years 9 and 10 to develop materials that will support students in acquiring employability skills and, at the same time, standards in Level 6 of the VELS in the Interpersonal Development, Personal Learning, Communication, Thinking Processes and Information and Communications Technology (ICT) domains.

About the Employability Skills

The Department of Education, Science and Training (DEST), the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) have developed the following list of employability skills:

- Communication – written and oral
- Team work
- Problem solving
- Initiative and enterprise
- Self-management
- Learning
- Technology
- Planning and organising

VELS and the Employability Skills

In 2007, the VCAA commissioned the Australian Council for Educational Research (ACER) to develop a matrix showing the relationship between particular facets of the employability skills appropriate for students in a school context and the VELS at Level 6. Many facets of the employability skills are closely related to standards in the Interdisciplinary and Physical, Personal and Social strands. The matrix was tested for coherence and validity with Victorian teachers and will be published on the VELS website in Term 1.

About the project

The VCAA has undertaken to develop teaching and learning and assessment approaches that illustrate how the facets of the employability skills identified in the matrix can be embedded in school programs and student achievement assessed against the VELS. The project involves the modification of existing Vocational Learning sample units of work to address explicitly one or more of the employability skills and related Level 6 standards.

Teachers will work as part of the project team to:

- embed employability skills into a unit of work
- strengthen the assessment component
- implement a unit at their school and provide feedback
- collect and assess student responses to the assessment tasks against agreed criteria
- select and annotate student work for publication on the VELS website.

Initial full-day meetings of the project team will take place between Monday 18 February and Friday 7 March.

Expressions of interest

Teachers currently teaching Years 9 or 10 in The Arts, Economics, English, Geography, Health and Physical Education, History, Mathematics, Science, or Technology who have embedded into their teaching and learning programs one or more of the Interpersonal Development, Personal Learning, Communication, Thinking Processes and ICT domains are invited to express interest in the project. A form requesting expressions of interest to participate in the project is available on the VELS website at <http://vels.vcaa.vic.edu.au>

For further information about the project, contact Robyn Douglass, Project Manager P-10 Curriculum by phone: (03) 9651 4564 or email: douglass.robyn.f@edumail.vic.gov.au

National Assessment Program – Literacy and Numeracy 2008

Schools are reminded that the National Assessment Program – Literacy and Numeracy (NAPLAN) will be conducted in May 2008. This program will involve all students in Years 3, 5, 7 and 9 from all Australian states and territories.

All NAPLAN test materials will be available in Large Print and Braille formats.

In mid-February, principals will receive the *2008 NAPLAN Principals' Guide*. This will contain details regarding the administration of the 2008 NAPLAN, including information relating to matters such as Records of Exemption, Requests to Vary Test Dates and Requests for Large Print and Braille materials. Details regarding the formats available for Large Print and Braille materials will be provided in the guide. The NAPLAN website contains useful information for schools and parents, including test samples, and can be accessed at: www.naplan.edu.au/

Timetable

- Tuesday 13 May: Language Conventions (spelling, grammar and punctuation)
- Tuesday 13 May: Writing
- Wednesday 14 May: Reading
- Thursday 15 May: Numeracy (Year 3 and Year 5 students will undertake only one numeracy test. The use of a calculator is NOT permitted in the Year 3 or Year 5 numeracy tests. Year 7 and Year 9 students will undertake two numeracy tests. The second test will require the use of a calculator. Schools should 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 for students to use if they forget to bring their own calculator or, if their own calculator fails during the test).

In 2008 there will be opportunities for 'catch up' tests to be conducted for any students who were unable to do the tests on the nominated day. Details regarding how to request variations to test dates will be contained in the *2008 NAPLAN Principals' Guide*.

NAPLAN Writing Test details

In 2008 Years 3, 5, 7 and 9 students will be given a common writing stimulus and then asked to write in the *narrative* genre. Students will have 40 minutes (excluding administration time) to complete their writing. The breakdown of time for the Writing test is as follows:

- 5 minutes planning time
- 30 minutes writing time
- 5 minutes editing time.

Student writing will be assessed using ten criteria. Following are the names and a brief descriptor for each criterion.

Audience	The writer's capacity to orient, engage and affect the reader.
Text Structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.
Ideas	The creation, selection and crafting of ideas for a narrative.
Character and Setting	Character: The portrayal and development of character. Setting: The development of a sense of place, time and atmosphere.
Vocabulary	The range and precision of language choices.
Cohesion	The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives.
Paragraphing	The segmenting of text into paragraphs that assist the reader to negotiate the narrative.
Sentence Structure	The production of grammatically correct, structurally sound and meaningful sentences.
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text.
Spelling	The accuracy and range of spelling.

NAPLAN Writing Test – Markers still required

Applications from current or retired teachers are still being sought to mark Years 3, 5, 7 and 9 Writing. This is an exciting opportunity to become part of a new process that will provide experience in applying nationally agreed criteria to student writing.

All marking is done online and markers will be expected to mark writing from all four year levels.

Marking is due to commence on Monday 19 May* and is expected to be completed by Friday 6 June 2008. The VCAA will conduct half-day training sessions over the weekend 10–11 May* and markers will also be expected to attend a full-day training session over the weekend 17–18 May.

Applications can only be completed online through the Sessional Staff Management System.

Interested teachers should visit the SSMS website at: www.ssms.vic.edu.au

The closing date for applications is Monday 10 March 2008.

**Please note dates changed from those previously published.*

NAPLAN test administration website

In order to simplify the collection of data for the NAPLAN tests, the processes of Student Pre-Enrolment, Statement of Compliance and Registration of Authorised staff have been combined into a single secure website: www.naplanadmin.vic.edu.au

A letter including login details and site instructions has been distributed to schools. If this correspondence is not received by the Friday 8 February, schools should contact the VCAA NAPLAN Helpdesk via email at vcaa.naplan.help@edumail.vic.gov.au or phone on 1800 648 637 (toll free). Please note that password resets must be submitted via email with the title 'NAPLAN password request'.

Copies of the instructions are also available for download and can be obtained via a link on the NAPLAN test administration website.

Student Pre-enrolment

Students undertaking the 2008 NAPLAN tests will be registered via a pre-enrolment process prior to the tests. Pre-enrolment allows individual student details to be printed on test booklets. This provides significant efficiencies in the administration of the tests at the school level and in the processing of test results.

In 2008, the following processes will apply for NAPLAN test pre-enrolment for Years 3, 5, 7 and 9:

- **Government schools.** As a result of an initiative between the DEECD and the VCAA, all students at Government schools will be pre-enrolled in the NAPLAN tests based on their enrolment status on the CASES21 system, as of the 2008 February School Census Day, 29 February. This initiative means that Government schools will no longer have to manually upload their enrolment data, as has been required in previous years.
- **Catholic schools.** As in previous years, the Catholic Education Office Melbourne (CEOM) will collect and provide student registration information to the VCAA on behalf of all Catholic schools, as part of their 2008 February school census process.
- **Independent schools.** Independent schools will be required to upload data files via the test administration website directly to the VCAA. The final date for submission of enrolment data is Monday 25 February 2008.

Due to the compressed nature of the 2008 NAPLAN timetable, there will not be an opportunity for schools to verify student enrolments after their submission to the VCAA.

Schools will receive test booklets with student and school details printed on the front covers. Test booklets with school details only printed on the front covers will also be sent to schools to cater for students who were not pre-enrolled. Incorrect student details will need to be amended manually on the front covers of the test booklets at the school, if required.

November 2006 to December 2007

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

A

AIM
 2006 Tests
 Security measures 27–8
 Data Reports 30–9, 26–6
 Professional development
 31–7–9, 27–9,
 26–6
 Important dates
 2006
 State-wide testing program
 29–14
 2007 27–9, 26–8
 2007 Pre-enrolment 26–3
 Markers required
 Year 9 2007 28–7–8,
 26–3
 National Assessment Program
 28–10
 Preprinted student details 29–11
 Statement of Compliance 2006
 27–9
 Teacher Assessed Writing Tasks
 29–11–13
 Test exemptions 28–9
 Testing verification 27–8
 Verification of AIM student registra-
 tion data 28–7
 Year 9
 2007 timetable 28–10
 Years 3, 5 and 7 AIM reporting pack
 delivery 31–7

Markers required 26–3
 Testing 2007 29–10
 Test package delivery
 29–10, 28–9

Approaches to Design, Creativity and
 Technology 31–5, 11

C

CEO's report 32–1, 8, 30–1,
 29–1, 16, 28–1, 27–1
 Classical languages Standards
 32–6, 31–2
 Commonwealth Games Melbourne
 2006
 Curriculum and Standards Frame-
 work II – copies available
 27–12

G

Greek language teaching resources
 27–2

I

Implementing the Standards, enhanc-
 ing the outcomes 26–2

M

Mathematics domain support 31–3–4

N

National test in Literacy and Numeracy
 32–6
 commences in 2008 30–9, 26–3
 National Writing Test 32–6, 31–6

O

On Demand testing 31–10, 29–11,
 28–9
 Professional development sessions
 2006 25–4
 VCAA Assessment online 30–10

P

Preparing students for a technology
 rich world 26–1–2

T

Teaching Indigenous perspectives
 29–7–9

V

Victorian Essential Learning Standards
 Advice for teachers 28–4–5
 Approaches to teaching Civics and
 Citizenship 29–4–6
 Assessment maps 27–3–8
 Online 26–4
 Classical Languages standards
 32–6
 Consultation on VELs website and
 resources 30–8
 Domain support materials
 32–3–5
 Incorporating CAS technology into
 the VELs 29–6
 Now on the website 31–2
 Progression points 27–3–8,
 26–5
 Questions about school implemen-
 tation 28–6
 Sample Programs Projects
 32–2, 5, 31–2
 Support material
 publication of 30–2–7, 12
 Sustainability perspectives in
 29–2–3
 Values Education and The VELs
 28–2–3

DISTRIBUTION: 22 NOVEMBER 2007 TO 9 JANUARY 2008

Victorian Essential Learning Standards

Internet

- Revisions to LOTE Pathway 2, Levels 5 and 6 standards to encompass the Classical Languages category
- Concepts and skills charts for Information and Communications Technology, Interpersonal Development, Personal Learning and Thinking processes and related teaching and learning activities

Mapping Advance to the VELs

Advance is a school based program that provides practical opportunities for young people to participate in their local community. Available to all Victorian Government secondary schools, Advance encourages young people's participation and volunteering in community life. The essential elements are that young people DO something in their community, that they do it in PARTNERSHIP with a community organisation and the young people CHOOSE an issue of concern or interest.

To support teachers providing Advance the curriculum content of Advance has been mapped to the VELs at Level 5 (Years 7–8) and Level 6 (Years 9–10). This provides a simple resource for teachers who would like to align Advance learning outcomes to VELs.

To access this document, please visit either the Advance or VCAA websites.

www.youth.vic.gov.au > Grants and programs > Advance > Schools

www.vcaa.vic.edu.au >

For further information on Advance or mapping your program to VELs, please contact the Advance team at the Office for Youth on (03) 9208 3213 or email via: advance@dpcd.vic.gov.au

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.

The VCAA does not endorse the products or services of any notices published in the VCAA Bulletin.

Subscription to the VCAA Bulletin

A subscription form for the VCAA Bulletin is available on the VCAA website:

www.vcaa.vic.edu.au/correspondence/bulletins/bullsubscription.html or contact the VCAA on (03) 9651 4326.

Cost of a one-year subscription is \$42.35 (incl. GST).

VCAA Bulletin is not published in January.

EDITOR Scott Robinson **DESKTOP PUBLISHING** Robyn Scott

EDITORIAL ENQUIRIES: tel: (03) 9651 4621, fax: (03) 9651 4354, email: vcaa@edumail.vic.gov.au

SUBSCRIPTION ENQUIRIES: telephone Ian Jordan: (03) 9651 4326

ISSN 1448-2363



Published by

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

Correspondence relating to this publication should be addressed to:
Scott Robinson, VCAA, c/o above address

