



# 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

### What's happening in Victoria and throughout Australia?

The VCAA and the Office for Children and Early Childhood Development are working in partnership to develop the Victorian Early Learning and Development Framework for children from birth to eight years. This is designed to be consistent with the National Early Years Learning Framework (Birth to 5) that is also currently being developed in partnership with the Commonwealth and all state and territory governments, led by Victoria.

### Consultations

The National Early Years Learning Framework is an integral component of the Australian Government's early childhood reforms to ensure delivery of nationally-consistent and quality early childhood education and care.

The Council of Australian Governments (COAG) discussion paper 'A national quality framework for early childhood education and care' was released on August 4 2008.

The first of the national consultations to discuss the Council of Australian Governments (COAG) discussion paper was held in Melbourne on August 8 at an event attended by Minister Morand and the Federal Parliamentary Secretary for Early Childhood, Maxine McKew. Close to 300 key stakeholders and peak bodies attended including the Early Learning and Development Framework (ELDF) advisory group members.

Eleven consultations on the COAG discussion paper were held throughout Victoria in August and early September 2008.

### Advisory Groups update

Members of the Practitioner Advisory Group, the Learning and Development Advisory

Group and the Office of Children and Early Childhood Development Sub-Advisory Group had their first meetings during September.

Groups considered content areas and progressed the development of a template to critique draft frameworks due to be released for comment between October and November 2008.

Two further meetings will take place for each advisory group between October and December 2008.

### Communications

#### VCAA website

The VCAA website has been updated to include an Early Years section.

Updates on the progress of the Early Learning and Development Framework (0-8) and the connections to the National Framework will be posted at:

[www.vcaa.vic.edu.au/earlyyears/index.html](http://www.vcaa.vic.edu.au/earlyyears/index.html)

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### E-Bulletin

A series of VCAA E-Bulletins have been circulated to peak bodies and key stakeholders.

The most recent bulletin informed stakeholders about the release of the RMIT Literature Review and Monash research paper available on the Early Years section of the VCAA website.

### Next steps

#### Victorian Discussion Paper

A draft discussion paper on the Victorian Early Learning Development Framework will be developed by mid-October to outline the link between early childhood and the early years of school and the VELS (5–8) years.

Plans are in place to establish regional forums, a symposium and focus groups to refine the Victorian position on the framework.

### Deliberative Forum

A VCAA/DEECD Deliberative Forum was held on 30 September with Dr Don Edgar and Dr Patricia Edgar entitled ‘Techno Kids: creative participants or passive recipients?’ This forum discussed and debated a number of questions:

- Digital communication is now an integral part of all (urban) children’s lives; What are the fundamental ways in which children’s lives have changed?
- How can we mediate the role of technology in the lives of children to ensure its productive influence in enabling children to become successful, confident, active and informed?
- What are the equity issues around access to new media technology and how can these be these be addressed?

- What are the public policy priorities that apply to the utilisation and promotion of these new (and old) forms of media and communication to enable children’s learning?

### Development of Frequently Asked Questions (FAQs)

Feedback from consultations is being used to develop a series of FAQs including clarification on the connection between the National Early Years Framework and the Victorian Early Learning and Development Framework.

A visual representation is being developed to illustrate the intersections and relationship between the National and Victorian Frameworks and the National School Curriculum.

## National Curriculum update

Progress has been made towards scoping the work for an Australian national curriculum for all students from kindergarten to Year 12 and a number of national and statewide consultation forums have been planned.

A comprehensive report of the national forum held on 27 June is now available on the National Curriculum Board (NCB) website <[www.ncb.org.au/communications/publications.html](http://www.ncb.org.au/communications/publications.html)>. In October, the NCB will release an initial position paper in response to the questions raised at the forum. This will be followed by a three-month consultation period.

Consultation forums in each of the states and territories have commenced with the Victorian forum to be held on 12 November.

The NCB has engaged eminent educationalists to develop an initial framing paper in each of English, mathematics, history and science. These papers will outline the broad structure for each discipline and will be used as a discussion point at four national forums being convened in Melbourne between 13 and 17 October. The national forums will firm up the brief for the curriculum writers. The framing papers will be released in mid-November for feedback until the end of February 2009.

The VCAA Board has established the State Reference Group to advise it on national curriculum work as it develops. Members of the group have been selected from a range of stakeholder groups on the basis of their individual expertise. The VCAA will also consult with a broad range of Victorian stakeholders through various forums.

For further information on national curriculum developments visit the website: <[www.ncb.org.au](http://www.ncb.org.au)> or keep informed by subscribing to email alerts at: [www.ncb.org.au/consultation/subscribe/subscribe.html](http://www.ncb.org.au/consultation/subscribe/subscribe.html)

## NAPLAN Data Service

The existing AIM Data Service has been modified and renamed to accommodate the reporting of national literacy and numeracy tests, while continuing to provide schools with access to AIM data from 2003 to 2007. In most cases NAPLAN report formats are similar to those used in the AIM Data Service.

There will be two releases of the NAPLAN Data Service. The first release was made available to schools on Wednesday 17 September 2008, providing state and school level data. The second release will occur when full national data is supplied to the VCAA.

A preliminary report of NAPLAN 2008 containing national and state by state results was released by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) on 12 September 2008. This preliminary report is available on the NAPLAN website at <www.naplan.edu.au>. A more detailed report will follow in December 2008 in which national data by gender, ATSI and LBOTE status will be included. The VCAA will

incorporate this national data in the NAPLAN Data Service for a second release prior to the beginning of Term 1 2009.

The NAPLAN Data Service can be located through the NAPLAN section of the VCAA website at <www.vcaa.vic.edu.au>. Schools can access the service by using the same User ID and password which was issued for the AIM Data Service in 2005. If you have changed your password from the original one, you may continue to use the changed password. If you are unable to locate your User ID and/or password, contact the NAPLAN Help Desk by email: <vcaa.naplan.help@edumail.vic.gov.au> entering 'NAPLAN password request' in the subject line and ensuring that the name of the school is in the body of the text. Once you login to the NAPLAN Data Service using your unique User ID and password, you will be able to access the 2008 results for your school.

Schools are reminded that a comprehensive online tutorial and help service is available via the NAPLAN Data Service homepage. Schools should ensure that pop-up windows

are allowed for the NAPLAN Data Service site. Please refer to the FAQ in the Troubleshooting section within the online help if this problem occurs.

## Professional development workshops 2008

Principals, NAPLAN coordinators and classroom teachers are invited to attend professional development workshops in Term 4 where the NAPLAN Data Reports in the NAPLAN Data Service will be demonstrated and explained.

The workshops will be free-of-charge for participants and a variety of morning, afternoon and after-school sessions will be offered to maximise opportunities for participation.

The NAPLAN 2008 professional development workshops will be conducted during October, November and December. Schools will receive a letter in early Term 4 inviting them to register for the workshop. Information about dates and venues will be posted on the VCAA website when they become available.

## Estimated VELs Equivalent Scores

The VCAA undertook an Equating Study to provide estimated VELs equivalent scores for NAPLAN test outcomes. The NAPLAN Data Service will report these estimated VELs equivalent scores where applicable. Due to differences in the timing, content, construction and assessment of the tests, estimated VELs equivalent scores are intended to be indicative only and provide a broad indication of where a school or student is operating with respect to the VELs. The statistics are not the same as the VELs results reported in AIM and should not be used to continue trend data from 2007 AIM data to 2008 NAPLAN data. However, the estimated VELs equivalent score for Reading and Numeracy can be used as a guide to likely growth. Similar comparisons for Writing and Spelling will be less accurate due to greater differences in test content, construction and assessment.

## Bangladesh delegation

A delegation of senior education officers from the Government of Bangladesh visited the VCAA on 4 July 2008. The focus of the program was seminars presented by Imre Hollosy, Manager P-12 Curriculum Operations and Dr David Leigh-Lancaster, Curriculum Manager Mathematics.



# NAPLAN 2008 Reporting

## Frequently Asked Questions

### What are the differences between AIM and NAPLAN test results?

The main difference between the AIM and NAPLAN tests is that spelling, punctuation and grammar are in a separate NAPLAN Language Conventions test. In AIM tests, these areas formed part of the English test. NAPLAN tests were held over three days, AIM tests were held over two.

Another difference is that Years 7 and 9 students undertook two numeracy tests, the second of which allowed the use of a calculator. Calculators were not permitted to be used in AIM tests.

AIM tests for Years 3, 5 and 7 students were conducted in August, rather than in May and AIM included Teacher Assessed tasks in English and Mathematics for Years 3 and 5, and an extended Mathematics task for Years 7 and 9.

NAPLAN contained only Centrally Assessed tests.

### What do the reports showing achievement results in bands mean?

Each student's results have been mapped onto a national common scale, divided into ten achievement bands that enable individual achievement to be compared to the national average and the range of student performance nationally. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

### Why hasn't the 'Like School' data been included in the reports?

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' information will instead compare school results to those from across the state and the nation.

## Important Dates for NAPLAN 2009

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:

<b>Tuesday 12 May</b>	<b>Language Conventions and Writing</b>
<b>Wednesday 13 May</b>	<b>Reading</b>
<b>Thursday 14 May</b>	<b>Numeracy</b>

\* Year 3 and 5 students undertake one numeracy test. Calculators are not permitted to be used in this test.

\*\* Year 7 and 9 students undertake two numeracy tests. Calculators are permitted to be used in one of these tests only.

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

## VCAA Assessment Online

### On Demand Testing

#### Progress Tests

The VCAA has developed a series of Progress Tests that will assist teachers to monitor their students' development against the Victorian Essential Learning Standards (VELS). There are six Reading and Number Progress Tests across the Year Levels 3–8. The tests will be released in Term 4 and schools will be notified by memorandum via email when the tests are available for download to school servers.

The VCAA wishes to thank all of the school personnel who participated in the trialling of the Progress Tests. Your feedback and input were invaluable in shaping the design and development of the tests.

The VCAA's On Demand Testing system is available to both Victorian Government and non-government schools via the Internet. To access the Progress Tests when they are released, schools will need to be a registered user of the On Demand system. Register for On Demand Testing at: <https://registration.vcaa.vic.edu.au/school/eologin.asp>

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

#### Contacts

Any queries regarding registration for On Demand testing 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 cannot be answered immediately. Alternatively Fax enquiries to (03) 9651 4551 or email: [vcaa.ondemand.support@edumail.vic.gov.au](mailto:vcaa.ondemand.support@edumail.vic.gov.au)

## August 2007 to August 2008

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## DISTRIBUTION: 24 JULY 2008 TO 17 SEPTEMBER 2008

### Victorian Essential Learning Standards

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

Case studies for using CAS in Mathematics

Sample units incorporating Level 6 employability skills:

New for old

Designing for a client

Assessment map work samples:

Interpersonal Development Level 6

The Arts (Music) Levels 4 and 5.25

ICT Levels 4 and 5

LOTE Pathway 1 Levels 4, 5 and 6

LOTE Pathway 2 Levels 5 and 6

Graphic Organiser templates, classroom resources and links to Thinking Processes

### NAPLAN

[www.vcaa.vic.edu.au/prep10/naplan/index.html](http://www.vcaa.vic.edu.au/prep10/naplan/index.html)

Years 3, 5, 7 and 9 NAPLAN Reporting Guide 2008

2008 Reporting Information for Parents Pamphlet

(available in Arabic, Bosnian, Cambodian, Chinese (Traditional), Hindi, Persian, Samoan, Serbian, Sinhalese, Somali, Spanish, Tagalog, Turkish and Vietnamese)

## Employability skills sample units and work samples

During Terms 1 and 2, teachers from a number of schools helped develop sample units which illustrate VELS Level 6 standards and related employability skills. The units demonstrate how the standards from Physical, Personal and Social and Interdisciplinary Learning strands can be incorporated into teaching and learning contexts focusing on a particular discipline or subject area.

To assist teachers with assessment, examples of student work are provided in the assessment map section of the website. These samples include annotations describing the features of student work at Level 6 or working towards the standard.

Below is a brief description of the eight sample units which incorporate employability skills.

Sample unit description	Domains	Related employability skills
<b>The ins and outs of waste</b> Students investigate the resources required to support their lifestyle and the implications of waste generation and disposal.	Science Personal Learning Thinking Processes	Planning and organising Problem solving
<b>Australians – yesterday and today</b> Students compare and contrast the experiences of two immigrant families or individuals who migrated to Australia in the post-World War II period and in present times.	The Humanities – History Interpersonal Development Communication	Team work Written communication
<b>New for old</b> Students analyse the packaging for a product according to its target audience, conduct a class survey, modify or design a new packaging for their product based on their investigation.	English Interpersonal Development	Team work
<b>Designing for a client</b> Students design and develop a product that meets a client's specified requirements with a focus on time management skills and correct use of technical terminology.	Design, Creativity and Technology Personal Learning Communication	Planning and organising Written communication
<b>Channel Deepening</b> Students research various stakeholders' points of view about the controversial issue of channel deepening in Port Phillip Bay.	The Humanities – Geography Interpersonal Development Thinking Processes	Problem solving Team work
<b>An enterprising idea</b> Students develop a brochure or website which provides potential entrepreneurs with advice about starting a new business.	The Humanities – Economics Information and Communications Technology Interpersonal Development	Team work Technology
<b>Visiting vines</b> Students visit a winery and apply a range of mathematical formulas and thinking techniques to identify factors affecting planning for a vineyard. Students self-monitor their learning throughout the unit.	Mathematics Personal Learning Thinking Processes	Planning and organising Problem solving
<b>In Style</b> Students focus on preparing and presenting a contemporary music performance.	The Arts (Music) Interpersonal Development Communication	Team work Communication

## Sample units and work samples

The following screen shots highlight the type of resources contained in the sample units at all levels including the Level 6 employability skills resources. Sample units can be accessed at: [http://vels.vcaa.vic.edu.au/support/sample\\_units.html](http://vels.vcaa.vic.edu.au/support/sample_units.html)  
 Access the Assessment Maps at: <http://vels.vcaa.edu.au/assessment/maps>

**Supplementary support material provides extra guidance or references to teachers to help cater for individual student needs**

**Assessment advice shows possible opportunities for assessing students against the standards listed**

**Clear step-by-step instructions on running the activity in class**

**Rubrics link evidence from assessment activity to the chosen element of the standard being assessed with examples of what this would look like progressing towards, at and beyond the standard**

**Student worksheets which can be modified to suit the learning context**

**Annotations describe how the work sample illustrates the selected elements of the standard**

**The Assessment maps contain student work samples typical at the selected level**

# Sessional Staff Management System

Applications for sessional type roles at the VCAA (e.g. assessors, reviewers, NAPLAN Writing test markers, panels) can be lodged online on the VCAA's dedicated website Sessional Staff Management System (SSMS).

Opportunities to apply are advertised as they arise and publicised in the VCAA Bulletin VCE, VCAL and VET as well as in other educational publications and websites.

To see what jobs are available at any time you can go to the SSMS website <[www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)> and select the

link 'Currently available positions' (if a particular job is not listed, it usually means that applications have either not opened at that time or are closed) or check the bulletin boards for updates on the front page of SSMS.

## SSMS schedule

### NAPLAN 2009 Writing test marking (Years 3, 5, 7 and 9) to be undertaken in May/June 2009

Marker applications to mark the NAPLAN 2009 Writing test are open

from mid-October 2008 for a period of approximately six weeks.

SSMS is maintained by Assessment Services and Resources staff and all enquiries should be directed as follows:  
Implementation/Development  
Marlwood Ryder  
Telephone: (03) 9225 2302  
Email: [ryder.marlwood.f@edumail.vic.gov.au](mailto:ryder.marlwood.f@edumail.vic.gov.au)  
SSMS Helpdesk: Technical/access issues  
Telephone: (03) 9225 2305  
Email: [assessment.administration.vcaa@edumail.vic.gov.au](mailto:assessment.administration.vcaa@edumail.vic.gov.au)

## VELS information for parents brochure

An updated brochure for parents about the Prep to Year 10 curriculum will be distributed to schools in Term 4. This version updates the information that was provided to parents in 2005 during the validation year.

It will be available in PDF and html versions on the VELS website along with translations into 14 of the common languages spoken in Victoria.

PDF and html versions of all parent brochures and booklets will be downloadable from:

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

The VCAA has limited copies of the 2006 publication *Important information for parents about student learning and standards* which can be sent to schools on request. This booklet contains more detailed information and provides examples of the skills, knowledge and learning activities covered at each level.

A frequently asked questions (FAQ) section for parents is being developed for the VELS website. The VCAA encourages schools to submit common questions that they receive from parents.

For further information contact Warren Tse on (03) 9651 4410 or email: [tse.warren.w@edumail.vic.gov.au](mailto:tse.warren.w@edumail.vic.gov.au)

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The VCAA Bulletin is also available online at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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

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

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