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 Principal   
 Curriculum Coordinator   
 PD Coordinator   
 NAPLAN Coordinator   
 P–10 Teachers

## Update on the National Early Years Learning Framework

The National Early Years Learning Framework (EYLF) was launched on Friday 3 July 2009 at Homestead Child and Family Centre in Roxburgh Park by the Hon. Kate Ellis MP, Federal Minister for Early Childhood Education and Child Care.

The Framework will underpin universal access to early childhood education and be incorporated in the National Quality Standard to ensure delivery of nationally consistent and quality early childhood programs across sectors and jurisdictions.

To access these documents go to:

[www.deewr.gov.au/EarlyChildhood/Pages/EarlyChildhoodReforms.aspx](http://www.deewr.gov.au/EarlyChildhood/Pages/EarlyChildhoodReforms.aspx)

## Trial and Validation of the Victorian Early Years Learning and Development Framework birth to 8 years

The Victorian Learning and Development Framework (VEYLDF) is currently being prepared for trial and validation from August–October 2009. The VEYLDF links the learning outcomes and pedagogy from the National Framework with the Victorian Essential Learning Standards from 5–8 years.

The validation and trial is intended to:

- gather comprehensive feedback from early years service practitioners and school personnel
- provide case examples of best practice currently in use
- identify factors that will facilitate or inhibit implementation of the VEYLDF
- build ownership and engagement of early years practitioners and school personnel with the Framework.

The information collected will be used to inform the final draft of the VEYLDF and identify support requirements for implementation in January 2010.

The state-wide trial will incorporate a broad based validation of the Framework with a range of groups, as well as more targeted domain and site trialling with specific early years service groups.

Opportunity will be provided for anyone who is interested in submitting feedback to attend state-wide consultations and participate in online discussion. Written submissions are also welcomed and should be provided to:

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Tel: (03) 9651 4643

Email: [bishop.maggie.p@edumail.vic.gov.au](mailto:bishop.maggie.p@edumail.vic.gov.au)

Regular updates will be posted at: [www.vcaa.vic.edu.au/earlyyears/index.html](http://www.vcaa.vic.edu.au/earlyyears/index.html)

## Sample Assessment Project

The Sample Assessment Project is a shared initiative between the Office for Policy, Research and Innovation from the Department of Education and Early Childhood Development and VCAA Curriculum and Assessment Branches. The project aims to develop assessment instruments in the domains of Health and Physical Education, Thinking Processes and The Humanities – Geography.

This project will also provide information to inform decision making around development of a state-wide sample survey of student learning outcomes on an ongoing basis to obtain objective measures of student progress in Years P–10.

The assessment instruments will be trialled in nominated schools during Semester 2 2010. This will include professional development for the teachers and markers involved in the trial.

## Australian curriculum

### Developments and implementation update

The writing of the national curriculum in the first four subjects of English, Mathematics, Science and History has now commenced. The VCAA plans to hold consultation forums late in Term 3 to seek feedback on initial drafts of these documents. It is expected that final drafts will be completed by the end of the year with extensive trialling and validation taking place during 2010.

It is expected that implementation of the national curriculum will commence in 2011. However, the full timelines and processes for implementation have not yet been determined.

The VCAA will be working closely with the new Australian Curriculum, Assessment and Reporting Authority (ACARA) and Victorian sectorial authorities to ensure that the timelines and processes associated with the Australian curriculum provide both adequate planning time and strong support for the transition to the Australian curriculum for all schools.

Schools are advised not to make pre-emptive decisions about curriculum planning and associated resources based on assumptions about the implementation of the Australian curriculum. The VCAA will work with sectorial authorities to ensure that timely advice is provided to all schools to support a planned and structured transition to the Australian curriculum.

Current ACARA publications are available at: [www.acara.edu.au](http://www.acara.edu.au)

For further information contact David Howes, General Manager Curriculum VCAA on (03) 9651 4524.

## NAPLAN Data Service 2009

NAPLAN 2009 results data will be made available for schools to access from the secure web-based NAPLAN Data Service 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 2009 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 website will also contain a demonstration school with data for each level. The demonstration school is Victoria College and presents test results for Years 3, 5, 7 and 9. This demonstration can be accessed from the website by using the following login:

Website: <http://naplands.vcaa.vic.edu.au>

User ID: VICCOLLEGE

Password: DEMO

The eight reports available have been ordered to allow schools to first access a global view of state and school data and to then drill down to reports which provide individual student achievement and item level information. Some national statistics may not be available in time for the first release. These statistics will be added to the Data Service as they become available.

### Reports on the national scale

In 2009, reports on the National Assessment Program scale will include scaled scores. These scores range from 0 to 1000 and form the numeric continuum from which the ten national reporting bands are derived. The National Assessment Program scale maps student outcomes onto these bands. Where appropriate, the NAPLAN Data Service will display results against the 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.

### NAPLAN Reference Guide – analysing NAPLAN data

The VCAA has developed a guide to assist school staff in analysing their student's NAPLAN results. This guide includes information about the NAPLAN scale, the relationship of the NAPLAN scale to VELs, and for

government schools how to analyse the NAPLAN results included in the School Level Reports. The guide is available on the VCAA website at: [www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf](http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf)

### Estimated VELs Equivalent Reports

Where appropriate, the VCAA provides estimated VELs scores for the NAPLAN test outcomes, allowing schools the choice of displaying some reports against either the ten-band National Assessment Program scale (National Report) or the Estimated VELs Equivalent scale (Estimated VELs Equivalent Report). It should be remembered that the latter are estimates only, and are provided to indicate the approximate relationship between NAPLAN and VELs outcomes.

### National Minimum Standards

With the introduction of NAPLAN in 2008, single point national benchmarks were replaced with the concept of a national minimum standard, defined by a particular band at each year level as follows:

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

Students with results in these bands have typically demonstrated the basic elements of literacy and numeracy for their year level. Students with results in the lowest band for their year level have not achieved the national minimum standard, and are likely to require focused intervention or specialised support to fully participate in schooling.

### Five Year Trend Report

The Five Year Trend Report now displays data from 2008 and 2009, providing an opportunity for schools to make comparisons between these first two years of NAPLAN testing. This report will be progressively extended, so that by 2012 it will contain a complete five year data set.

Matched cohort comparison reports showing group and individual student growth between testing years will be introduced in 2010.

As noted in 2008, the differences in the construct and content of the NAPLAN and AIM tests make it inadvisable to make direct comparisons from 2008 or 2009 back to AIM results.

## Writing Criteria Report

The Writing Criteria Report shows the frequency of scores for each of the ten criteria against which the Writing test was assessed. Students were asked to write a narrative based on a common stimulus and given time to plan, write and edit their work. The same stimulus was given to Years 3, 5, 7 and 9 students. In 2009, the stimulus was 'The Box'. In addition to the Writing results for national, state and school data, links are provided at the top of the report to both the Writing Stimulus and the Marking Guide.

## Item Analysis Report

The Item Analysis Report provides summary information about items in the Reading, Spelling, Grammar and Punctuation and Numeracy. All results are available by item order or by difficulty order. A new addition to this report is a link from each item number to the actual test item in the relevant NAPLAN 2009 test paper.

## Parent Report format

At the time of publication, the VCAA anticipates that NAPLAN Parent Reports will be delivered to schools for distribution to parents in mid September. The format of the Parent Reports will again be the same for all states and territories, and will be very similar to those provided in 2008.

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

As in previous years, principals, NAPLAN coordinators and classroom teachers will be invited to attend professional development workshops where NAPLAN Data Service reports will be demonstrated and explained.

The VCAA is in the process of identifying a contractor who will conduct a minimum of 80 two-hour workshops

across metropolitan and rural Victoria, with approximately 2500 to 3000 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:

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

An invitation will be distributed to schools in the week beginning 5 October. The 2009 NAPLAN professional development workshops will be conducted during October and November. Information about dates and venues will be available on the VCAA website at a later date.

## Important Dates for NAPLAN 2010

NAPLAN 2010 will be conducted from 11–13 May 2010.

The sequence and time allocation for tests is expected to be the same as in 2009.

That is:

11 May	Language Conventions and Writing
12 May	Reading
13 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.

## NAPLAN 2010 trialling

All NAPLAN items are trialled in schools prior to their inclusion in the final NAPLAN tests. NAPLAN 2010 trialling will take place across Australia from 3–11 August 2009 in a representative sample of schools. The main purpose of trialling is to investigate the suitability of questions. Results from trialling will be used to determine the relative difficulties of different questions, and to determine if the questions are sound from an educational assessment perspective. The VCAA thanks those Victorian schools that have been selected to participate in the NAPLAN 2010 trials for their cooperation in ensuring that this important process runs smoothly.

## VCAA Assessment Online

The VCAA has developed a series of Progress Tests that assist teachers to monitor their students' development against the Victorian Essential Learning Standards (VELS). There are currently six Reading and six Number tests covering VELS Levels 2 to 5. There have been more than 5200 Progress Test school downloads since their release in December 2008.

Following the release of the tests, the VCAA collaborated with the Northern Metropolitan Region and the University of Melbourne for the use of the Progress Tests as part of the ARC Learning Partnerships program (ALP). Fifty-five schools in the Northern Metropolitan Region and 26 schools in the Wellington/Gippsland network participated in the program.

The ALP program is an extension of the work of Professor Patrick Griffin and the University of Melbourne undertaken over the past three years in 20 Catholic Primary Schools. Following the results of this initial program, the ALP was implemented by the Department of Education and Early Childhood Development in 2009 with data collection supported by the use of the VCAA Progress Tests.

The ALP program, taking a developmental approach to improving student outcomes, focuses on teachers' use of the test data to make decisions about the teaching of literacy and numeracy skills to students. The ALP program systematically examines teachers' collaborative use of assessment data to inform teaching in foundation learning domains such as literacy, numeracy, communication, social processes, emotional self-management, and intrapersonal skills such as attention, memory and task organisation.

In order to link targeted and differentiated instruction to evidence of student readiness to learn, teams of teachers work collaboratively using the ALP program to:

- assess and report learning progress
- set goals for student learning
- decide on teaching strategies and resources appropriate for students at different levels of development
- organise classroom practice to support differentiated teaching
- reflect on the impact of their teaching in terms of student outcomes.

As a starting point for the ALP program, the VCAA Progress Tests were used to collect student data which informed the initial assessment and development of literacy and numeracy learning pathways. The ALP program is now expanding to include assessment and construction of learning pathways for a broader range of student skills.

## Expansion of Computer Adaptive Testing

### 2009 Term 4 On Demand School Trials

The VCAA is developing items to top up the Computer Adaptive Tests (CATs) at VELS 5 to 6 and beyond. When complete, there will be new general CATs, consisting of 60 items in English and Mathematics to Year 10. Also, there will be 30 item Dimension specific CATs to Year 10 in English for Reading, Language Conventions and Spelling, and in Mathematics for Number, Space, Structure and Measurement, Chance and Data. It is anticipated that trial tests consisting of the new items and link items will be made available from the start of October for schools to trial. While the majority of new items are targeted at VELS 5 to 6 and beyond, there will also be some trial tests targeted at the lower years to consolidate the item pool for VELS 2 to 4.

The trials will be conducted online using the On Demand Linear Test function with students sitting the trial tests in the same way as current On Demand Standard Linear Tests. This will allow the generation of Linear Test reports for teachers immediately following the testing sessions. The VCAA will be seeking expressions of interest in September from schools wanting to participate in the trials. Interested schools will be able to register online via the VCAA web site with schools notified by memorandum when the registration process is available.

To participate in the trials, schools will need to agree to the collection of the On Demand Test Data by the VCAA to allow for the calibration of the new items with the current available items. This will support the integration of the new items into the On Demand system. Also, participation in the trials will only be available to users of the On Demand testing system.

The VCAA Assessment Online On Demand Testing system is provided free to both Victorian government and non-government schools via the internet. To have On Demand testing installed on your school server you can sign up at: <https://registration.vcaa.vic.edu.au/school/eoilogin.asp>

Schools will need their VCAA five-digit school code to request access to On Demand electronically. Alternatively, contact the On Demand Testing Helpdesk on freecall 1800 827 721 or email school details to: [vcaa.ondemand.support@edumail.vic.gov.au](mailto:vcaa.ondemand.support@edumail.vic.gov.au)

## On Demand Testing professional development

### August 2009

The On Demand Testing PD sessions for August as mentioned in VCAA Memorandum to Schools No. 71 are now fully booked. The VCAA has scheduled one extra training day to be held on **Tuesday 18 August** at the VCAA Assessment Centre, 189 Urquhart St, Coburg.

This will be the last On Demand Testing PD program scheduled for 2009. The next round of On Demand Testing PD will be in March 2010. Schools will be informed of the details early next year.

### On Demand Testing Contacts

Any queries regarding On Demand Testing should be directed to the VCAA 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 to: [vcaa.ondemand.support@edumail.vic.gov.au](mailto:vcaa.ondemand.support@edumail.vic.gov.au)

Further information regarding On Demand Testing may be obtained from the VCAA website at the following link: [www.vcaa.vic.edu.au/prep10/aim/ondemand/index.html](http://www.vcaa.vic.edu.au/prep10/aim/ondemand/index.html)

## June 2008 to June 2009

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### Victorian Essential Learning Standards

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

#### Assessment maps:

Design, Creativity and Technology – Level 5.75

### National Assessment Program Literacy and Numeracy

Years 7 and 9 NAPLAN Test Administration Guide 2009

NAPLAN Reference Guide – Analysing NAPLAN Data

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

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