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Principal  Curriculum Coordinator  PD Coordinator  NAPLAN Coordinator  P-10 Teachers

## Thank you

The VCAA wishes to thank all those involved (students, teachers, principals, and NAPLAN coordinators) in the successful administration and implementation of the NAPLAN 2009 tests.

Without the cooperation and goodwill of so many people throughout Victoria the national tests would not have run so smoothly. We anticipate that reports will be issued to schools in mid-September 2009.

## Marking the NAPLAN Writing Test

As this issue of the VCAA Bulletin P-10 goes to press, marking of the NAPLAN 2009 Writing Test for Years 3, 5, 7 and 9 is nearing completion.

In Victoria, approximately 64 000 Year 3 students, 64 500 Year 5 students, 65 700 Year 7 students and 67 000 Year 9 students sat the tests.

After the completed test booklets were delivered to the VCAA, they were cut down the spine into single pages. The Writing Tests were then scanned and the images delivered to markers on computer screens. The Writing Tests were marked online by a team of 330 markers with markers having the option of working in a VCAA Assessment Centre or from their own home.

All VCAA markers were required to complete a series of training workshops prior to the commencement of marking. To ensure consistency of marking, the content and format of these workshops was the same across Australia.

The VCAA thanks all the markers for their professionalism and dedication in ensuring that Victorian students' writing was marked accurately.

*continued: PAGE 2*



NAPLAN Leader Markers at Work

Left to right: Glynis Rose, Maureen Coghlan, Alex Lachowicz, Helen Murphy, Pat Ray, Richard Szreniawski, Bill Gilbert

from: PAGE 1

## The NAPLAN marking guide

Students were asked to write a narrative based on a common story idea. The same story idea was given to Years 3, 5, 7 and 9 students across Australia. In 2009 the story idea was 'The Box'.

Students were given five minutes at the start of the test to plan their story, 30 minutes to write their story and five minutes at the end of the test to edit their work. The marking criteria were developed and agreed to at a national level.

1. **Audience** – The writer's capacity to orient, engage and affect the reader. In marking 'Audience' the markers assessed the students' awareness of their audience and addressed the following questions:  
Has the student responded to the task by writing a story?  
Can the story be followed?  
Has the student attempted to engage their audience: e.g. selected and used devices that; lead a reader through the story, engage a reader's interest or emotion, directly appeal to a reader or subvert expectations? (Score range 0–6)
2. **Text structure** – The organisation of narrative features; including orientation, complication and resolution into an appropriate and effective text structure. An orientation can focus the reader on a setting, an action or characters. (Score range 0–4)
3. **Ideas** – The creation, selection and crafting of ideas for a narrative. In some scripts the ideas are the events in the story. (Score range 0–5)
4. **Character and Setting** – The portrayal and development of character and/or the development of a sense of place, time and atmosphere. (Score range 0–4)
5. **Vocabulary** – The range and precision of language choices. This criterion looks at the effectiveness of choices of words and word groups. Effective language includes nouns, verbs, adjectives and adverbs including technical words. (Score range 0–5)
6. **Cohesion** – The control of multiple threads and relationships across the whole text, achieved through the use of referring words, substitutions, word associations and text connectives. (Score range 0–4)
7. **Paragraphs** – The segmenting of text into paragraphs that assists a reader to negotiate the narrative. A paragraph break can be; an indentation of a new line, space between the paragraph blocks, student annotations or available space on the previous line left unused and context shows a paragraph is intended. (Score range 0–2)
8. **Sentence structure** – The production of grammatically correct, structurally sound and meaningful sentences. A complex sentence has a main clause at least one dependent clause. It has two verbs. (Score range 0–6)
9. **Punctuation** – The use of correct and appropriate punctuation to aid reading of the text. (Score range 0–5)
10. **Spelling** – The accuracy of spelling and the difficulty of spelling the words used. (Score range 0–6)

## Important dates for NAPLAN 2010

NAPLAN 2010 will be conducted from 11–13 May.

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

Tuesday 11 May	Language Conventions and Writing
Wednesday 12 May	Reading
Thursday 13 May	Numeracy (with Years 7 and 9 completing a non-calculator allowed test and a calculator allowed test).

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

## Security measures and audit visits to schools for NAPLAN Testing

As in 2007 and 2008, the VCAA continues to visit schools to check security arrangements for test materials and to observe the conduct of the tests.

The VCAA has visited a sample of schools recently to audit security arrangements and observe the administrative procedures of the NAPLAN tests. The main focus of the audit visits was to:

- provide advice on the conduct and administrations of the tests
- check security arrangement for the test materials at the school
- review relevant documentation, such as the Security Log
- receive feedback from schools to the VCAA.

Schools were notified prior to the visits taking place.

During the tests period of 12–14 May, 36 observers attended approximately 200 test sessions in schools. In all cases, the NAPLAN tests were conducted according to the instructions set out in the Test Administration Guide. Test Supervisors, NAPLAN Coordinators and principals are to be congratulated on their professional approach to their roles in the delivery of the second NAPLAN tests in Victoria.

The VCAA wishes to thank those principals who kindly welcomed personnel into their schools to monitor the testing conditions and administrative procedures for the NAPLAN 2009.

## The National Assessment Program

### Sample assessments

The national sample assessments test students' skills and understanding in science literacy, civics and citizenship and information and communications technology literacy. Only selected groups of students in Years 6 and 10 participate in these sample assessments, which are held on a rolling three-yearly basis.

In 2009, the test will be in science literacy. Schools were notified in May if they had been randomly selected to participate in the assessment. In October 2009, there will

be a trial of civics and citizenship items for a small number of Years 6 and 10 students, in preparation for the main assessment in 2010. The VCAA will notify schools as soon as the list of sampled schools has been received.

In 2010, a sample of Australian students in Years 4 and 8 will participate in the Trends in International Mathematics and Science Study (TIMSS).

For more information about the specific key performance measures against which Australian students performance is assessed, please refer to the website at: [www.mceetya.edu.au](http://www.mceetya.edu.au)

## NAPLAN 2009 school survey

To assist the VCAA in enhancing administrative processes for future NAPLAN testing, a school survey was included with this year's test packages.

Feedback in relation to communication between schools and the VCAA, the effectiveness of Helpdesk support, the NAPLAN website, NAPLAN publications, the student registration website and the format of test booklets was sought, and the VCAA thanks all respondents for taking the time to complete the survey.

## NAPLAN 2010 trialling

To ensure the validity of NAPLAN testing, all test items are trialled with a sample group of students prior to their inclusion in the final tests. Trialling typically takes place in the year prior to testing, with a cohort of students similar to those who will undertake the final tests the following year. As a result, the relative difficulty of the items can be assessed and any possible ambiguities or other unforeseen issues in the questions can be addressed. At the completion of trialling, the data from each item is analysed to assess its suitability for inclusion in the final test.

Trialling of items for NAPLAN 2010 will take place across Australia from 3–11 August and schools that have been chosen to participate will be notified as soon as the VCAA receives the list of sampled schools from the central authority. The National Assessment Program has been agreed to by all Ministers for Education in all states and territories, and as such it is expected that all sampled schools will participate.

# VCAA Assessment Online

## On Demand Testing

### VCAA Website changes

The On Demand web link on the VCAA website has been updated with a new URL: [www.vcaa.vic.edu.au/prep10/ondemand/index.html](http://www.vcaa.vic.edu.au/prep10/ondemand/index.html)

On Demand users are advised to update their web 'favourites' with the new address. As part of the web changes, the On Demand content has been reviewed to include information for Progress Tests, Interpreting On Demand Reports and the new Teacher Training Guide (Version April 09\_3.1).

### On Demand survey

The VCAA undertook a survey of On Demand stakeholders and school users in late 2008. The response from schools across Victoria was excellent and a great deal of positive feedback was received from teachers.

The VCAA is currently reviewing the survey recommendations regarding changes to the On Demand interface and the expansion of the system to include more tests across the Victorian Essential Learning Standards (VELS) domains.

## Development of Years 9 and 10 Computer Adaptive Tests

The On Demand team is currently working to expand Computer Adaptive Tests (CATs) to Years 9 and 10 in English and Mathematics and is preparing new English and Mathematics items for trialing later this year. Following evaluation of the trial item data, the new items will be used to build both general and dimension-specific English and Mathematics CATs. Schools will be notified when the tests are available.

## On Demand Professional Development

Members of the Administrative Support Unit (ASU) have been out and about in the regional centres conducting On Demand Profession Development sessions. So far 140 regional people and 130 metropolitan users have attended one of the training sessions in this round.

Centres visited included Ballarat, Benalla, Bendigo, Horsham, Geelong, Mildura and Moe. More metropolitan sessions will be scheduled in August/September 2009.

### Contacts

Any queries regarding registration for On Demand testing and professional development 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 you are unable to connect the call 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)

## Scaled scores in the NAPLAN Data Service

The VCAA is in the process of updating the NAPLAN Data Service to include, where applicable, national results from 2008. As part of this update, some reports will display **scaled score** outcomes for the school, state and nation.

The scaled scores form the numeric 0–1000 assessment scale from which the ten national reporting bands are derived. The relationship between the scaled scores and the reporting bands is shown diagrammatically below.

Scaled Score	270	322	374	426	478	530	582	634	686	
NAP Band	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10

Further information about scaled scores can be found in the reference guide for analysing NAPLAN data, 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)

## VELS forum

The VCAA held the second VELS forum on 21 May 2009. These forums involved principals, curriculum coordinators, teachers and sector representatives in discussions around the implementation of the VELS and the best way to provide future support to schools and teachers. Participants at both forums appreciated the opportunity to come together and share their ideas on a wide range of issues related to education.

Participants at the first forum in March identified a range of issues involved with VELS implementation. The VCAA decided to focus on the following in developing the first resource package:

- to provide further support for the domains of Interpersonal Development, Thinking Processes, Design, Creativity and Technology and Personal Learning
- drawing on the domains listed above to enhance learning opportunities for students across the curriculum
- strategies that teachers can use in unpacking the standards and incorporating them into teaching and learning programs.

At the second forum, participants were presented with a draft of the first resource. The resource proposes a number of approaches to VELS implementation and includes a range of practical strategies for curriculum planning. Valuable feedback was provided from participants and will be used to reshape the resource so it can be ready for trialling in schools.

The VCAA looks forward to continuing this partnership with schools to enhance the quality of support provided to schools.

## VELS website modifications

Modifications are currently underway to improve the structure and clarity of information on the VELS website. These modifications have taken into account feedback received from schools, teachers, pre-service teachers and parents.

It is expected that these modifications will replace the existing website during Term 3. Details of when these changes will occur will appear on the VELS website closer to the implementation date.

The modifications will include a new look, navigation and site structure. The restructure will involve changing the URL of various pages. Schools that link to pages on the VELS website through their Intranets may need to update these links once the site modifications occur.

Features of the modified VELS website include:

- Revised text – Information is being updated, large pages of text have been broken down into smaller and more concise pages, and areas of repetition have been consolidated to improve readability.
- Domain pages – All information, standards, resources and teaching advice that relate to each domain will be accessible from a new domain homepage. This will enable teachers to see at a glance all of the support materials available for that domain.
- Teacher support – All resources that support teachers to implement the VELS in their classroom will appear in the one section. This consolidates existing resources and advice on planning, pedagogy, teaching ideas and assessment that currently exist in multiple locations on the VELS website.
- School implementation – All resources to support schools to implement the VELS at a whole school level will appear in the one section. This involves advice on whole school curriculum planning, case studies on different school and curriculum structures, and templates that can be used in the curriculum review process.
- Improved links – Links to related pages on both the VELS and Department of Education and Early Childhood Development websites will appear where relevant. This will assist users to access information more efficiently.

# Update on the National Early Years Learning Framework

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

The VCAA and Office for Children and Early Childhood Development are developing the Victorian Early Years Learning and Development Framework (VEYLDF) for children from birth to eight years. This is designed to be consistent with the national Early Years Learning Framework (EYLF 0-5).

## Early Years Learning Framework (0-5 years)

The recent trialling of the national EYLF provided rich and valuable feedback. This feedback has been incorporated into the current draft of the EYLF due to be launched in July 2009.

Four Victorian early childhood settings took part in the national trials:

- Biala Early Intervention Centre with the Benton Square Occasional Care and Pre School Service (Morrington)
- The Gunai Lidj Childcare Centre (Morwell)
- Homestead Child and Family Centre (Roxburgh Park)
- Wesley Early Learning Centre (Prahran).

## Victorian Early Years Learning and Development Framework (Birth - 8 years)

An additional 13 sites from the Practitioner Advisory Group took part in the national trial. The feedback from the trials is informing the development of the VEYLDF and support the trial and validation in July to October 2009.

The Victorian trial sites included:

- Grace Park Preschool, Greensborough
- Tree House Child Care, St Kilda
- Lady Gowrie, Carlton North
- Barmah Kindergarten, Barmah
- Yarralea Children's Centre, Alphington
- Knox Gardens Preschool, Wantirna South
- Boroondara Kindergarten and Occasional Care, Richmond
- University of Melbourne Early Learning Centre, Abbotsford
- Golden Square Kindergarten, Golden Square
- Monash (Caulfield) Child Care Centre, Caulfield East

- Brown Hill Kindergarten, Ballarat
- North Fitzroy Childcare Co-op, North Fitzroy
- Audrey Brooks Memorial Preschool, West Heidelberg.

## Work on the VEYLDF is progressing

The cross department Core Writing Group continues to develop the draft Victorian framework building out of the five learning outcomes of the EYLF with links to the Victorian Essential Learning Standards.

The VEYLDF will be developed by July 2009 with extended trialling from July to October 2009. Key stakeholder meetings are being held in June 2009 to inform the writing of the VEYLDF.

Implementation of the VEYLDF begins in January 2010.

## VCAA/DEECD deliberative forum

The purpose of these forums is to provide an opportunity for a range of early years professionals to consider contemporary issues in early childhood. A third deliberative forum was held on 21 May at the Royal Society of Victoria.

Ms Gerry Mulhearn and Dr Pam Winter from the Department of Education and Children's Services, South Australia, presented on *'The New Three Rs' - Assessing for Learning and Development in the Early Years using Observation Scales'*.

The speakers posed the questions - 'If we take the view that the emotional life of the young child underpins the way they explore and make sense of the world, what is the significance of a child's wellbeing to their learning? How can this be measured?'

The forum was attended by over 60 delegates who participated in lively discussion and interaction.

For further information on VCAA/DEECD deliberative forums, publications and links visit our website at:

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

Or contact:

Maggie Bishop

Early Years Communications

Ph: (03) 9651 4643

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

## April 2008 to April 2009

The detailed contents for this issue are on the front cover. This index records items in all issues from April 2008 to April 2009. Index items are given an issue number and page number only.

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## DISTRIBUTION: 26 MARCH 2009 TO 20 MAY 2009

### Victorian Essential Learning Standards

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

#### Teaching and learning activities

Information and Communications Technology – Level 2  
– Simple information chart  
Information and Communications Technology – Level 3  
– Creating a slideshow  
Interpersonal Development – Level 4 – Developing strategies to manage conflict

#### Assessment Maps (annotated work samples)

Mathematics (Measurement, chance and data) Level 3  
Mathematics (Number) Level 3, Level 5  
Mathematics (Space) Level 5

### Whole School Curriculum Planning

Scope and Sequence Charts and Planners – Manchester  
Primary School Topic Planner

### National Assessment Program Literacy and Numeracy

Years 3, 5, 7 and 9 Principals' and NAPLAN Coordinators' Guide 2009  
Years 3 and 5 NAPLAN Test Administration Guide 2009  
Years 7 and 9 NAPLAN Test Administration Guide 2009  
NAPLAN Reference Guide – Analysing NAPLAN Data

# National curriculum update

Significant developments have occurred in the design and structure of the new Australian curriculum during the first half of 2009.

At its April meeting, the Ministerial Council on Education, Employment, Training and Youth Affairs decided that The Arts would be included in the second phase of curriculum development that also includes Languages and Geography. The timeline for development of phase two curriculum areas is yet to be confirmed as is the inclusion in the national curriculum of other learning areas.

The key foundational documents that will shape the Australian curriculum have also been completed. In May, ten documents were released outlining the shape of the overall structure as well as the shape of the phase one curriculum areas of English, Mathematics, Science and History. These documents outline the broad structure and content that will inform the briefs for the curriculum writing teams. These can be downloaded from the NCB website:

[www.ncb.org.au/communications/publications.html](http://www.ncb.org.au/communications/publications.html)

The timeline for curriculum writing for phase one curriculum areas is shown in the table below.

Stage	Activity	Timelines K–10	Timelines Senior Years 11–12
Curriculum Development	Two step process for development of curriculum documents: <ul style="list-style-type: none"><li>• Step 1 – development of scope and sequence</li><li>• Step 2 – completion of 'detail' of curriculum</li></ul>	May – December 2009	June 2009 – January 2010
Consultation	National consultation on curriculum documents	February – April 2010	March – June 2010

The VCAA continues to play an active role in shaping the direction of this work. It is important for schools to note that this will not impact directly on school programs until 2011 at the earliest and not until 2012 for VCE programs. The VCAA will develop advice and professional development programs for schools to assist with the proposed transition to the new Australian curriculum as part of the consultative process.

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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.

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[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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**EDITOR** Scott Robinson      **DESKTOP PUBLISHING** Robyn Scott

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

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

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**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](mailto:vcaa@edumail.vic.gov.au)

WEB [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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

