Celebrating Victoria’s senior secondary leaders

Nine outstanding senior secondary students were commended on Monday 21 November at the 2016 Victorian Senior Secondary Leadership Awards, which includes the Lynne Kosky Memorial VCAL Scholarships and the VCE Leadership Awards. Ms Judith Graley, Parliamentary Secretary for Education, presented the awards alongside VCAA Chair Chris Wardlaw, and Jim Williamson, husband of the late Lynne Kosky.

Dylan Henry (Narre Warren South P–12 College) and Crystal Strobel (Wodonga Senior Secondary College) received a Lynne Kosky Memorial VCAL Scholarship in recognition of their significant contributions to their schools and communities. In its second year, the scholarship provides students with financial assistance of $5000 per year for up to five years while engaged in education and training. The scholarships, honouring Lynne Kosky’s advocacy for quality education, give the recipients the best opportunity to succeed in their studies, regardless of economic, family or social circumstances.

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Thomas Velican (Nossal High School) was awarded VCE Leader of the Year. A dedicated youth campaigner, Thomas demonstrated outstanding leadership as a member of various youth-focused groups including the Victorian Student Representative Council (VicSRC) and the Casey Tech School Peak Planning Committee, an advisory panel helping establish an innovative high-tech learning centre for almost 18,000 students. At the VicSRC Thomas has made sure that student voices are valued in every aspect of education, surveying his peers and presenting his findings to the Deputy Premier. In 2015 Thomas travelled to Sydney to contribute to the diversity of voices represented at the Royal Commission into Institutional Responses to Child Sexual Abuse and give recommendations on empowering young people to speak up and feel supported at school. Thomas hopes his legacy will continue to inspire students. ‘I hope young people out there can be more empowered and optimistic about what they can do and what they can change,’ he says.

In her speech Ms Graley expressed admiration for all the VCE Leadership recipients. ‘The class of 2016 has been leading from the front, working to develop its skills to bring about positive change. I can’t help but be impressed by their selflessness and generosity of spirit,’ she says. The 2016 VCE Leadership Award recipients are: Sara Elhouli, Gilmore College for Girls; Jake Kirby, Sandringham College; Georgia Lee, Birchip P–12 School; Gemma Martin, Leongatha Secondary College; Margaret Tran, Mac.Robertson Girls’ High School; Thomas Velican, Nossal High School; Elizabeth Vu, Suzanne Cory High School.

Find out more about the 2016 Leadership Awards and Lynne Kosky Memorial VCAL Scholarships.

Excellence & Awards

VCE Season of Excellence 2017

The VCE Season of Excellence 2017 is about to begin and promises to showcase a selection of Victoria’s most outstanding VCE and VCE VET students from 2016 in some of Melbourne’s leading cultural venues.

All Season events are supported by education talks, forums, presentations and printed and online materials. They recognise students who have achieved very high results in their VCE study, and are an extraordinary and inspirational way to demonstrate what is achievable through the VCE curriculum.

Concert and screening tickets are selling fast. There are limited door sales; booking is recommended as most events sell out. For further information about Season events, please visit the Season of Excellence webpage.

Top Class Sound

Top Class Sound will be held at Melba Hall, University of Melbourne, Parkville (1.30pm Friday 24 February 2017), and features live music performances by Victoria’s next generation of young composers. It’s a unique opportunity to hear inspiring works by VCE Music Style and Composition, VCE Music Investigation and VCE VET Music students in an iconic and historic venue. For some students Top Class Sound will mark their debut, with their compositions being performed before an audience for the first time.

Top Class Sound 2017 program details are on the Season of Excellence webpage and booking information is available on the University of Melbourne’s Eventbrite page.
Top Class Dance

Top Class Dance is an entertaining series of concerts, which showcase performing arts students from VCE Dance and VCE VET Dance.

Audiences will see the Melbourne Recital Centre light up with two concerts on Thursday 23 February 2017. A range of dance styles, from street to contemporary, classical, tap and jazz, will be performed by exceptionally talented senior secondary students from 2016.

Top Class Dance 2017 program details are available on the Season of Excellence webpage and booking information on the Melbourne Recital Centre website.

Top Class Drama and Theatre Studies

The fantastic Top Class series of concerts continues with Top Class Drama and Theatre Studies at the Melbourne Recital Centre on Thursday 2 March (10.30am, 2.00pm and 6.00pm) and Friday 3 March (10.30am and 2.00pm).

Audiences can see five unique concerts comprising performances by students of VCE Drama and VCE Theatre Studies. These concerts showcase dramatic and comedic performances by some of Victoria’s most imaginative students.

Tickets for these concerts are selling fast, but can still be purchased from the Melbourne Recital Centre website.

This year there are also two Theatre Studies forums available for design students at the Melbourne Museum at 1.30pm on Friday 3 March (in the afternoon after the 10.30am Theatre Studies concert) and 1.45pm on Friday 24 March. For bookings and details, please visit the Melbourne Museum website.

Sign up for Season of Excellence updates

Students, teachers and supporters of the Season of Excellence can now sign up to receive notification about Season events and unique behind-the-scenes stories about Top Class performances, films at Top Screen, and works on display at Top Designs and Top Arts exhibitions. The first update will land in your inbox in February; sign up now so you don’t miss out!
Twilight Seminar Series 2016–2017

The VCAA Early Years Twilight Seminar series for 2016–2017 is designed to engage early years multidisciplinary networks and communities of practice. The seminars focus on the Victorian Early Years Learning and Development Framework (VEYLDF), evidence-based research, resources and implications for practice, and feature intentional teaching and instructional support.

Anne Stonehouse AM presented, with three early childhood educators, the first seminar: What, why and how? Pedagogy with very young children. A recording of this session is now available on the VCAA website.

Two more seminars will be held at the Bastow Institute of Educational Leadership and in 11 regional and rural sites via video conferencing (5.30pm to 7.00pm):

- Wednesday 3 May – Wellbeing and continuity of children's learning (Seminar 2)
- Wednesday 21 June – Teaching and learning Mathematics in the early years: What are the opportunities in everyday learning? (Seminar 3)

Subscribe to the Early Years Alert to receive details about registering for these and upcoming seminars. The VCAA encourages early years multidisciplinary networks to host these events via video conference in local communities. Contact the Early Years Unit, VCAA: (03) 9032 1684 or veyldf@edumail.vic.gov.au.

Indicative Progress templates

The Victorian Curriculum F–10 Unit has released new Indicative Progress templates. An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum.

Developing Indicative Progress descriptions during the planning phase will assist teachers to explain the learning expectations to students, and assess and report student achievement. Indicative Progress templates can be found on each curriculum-area advice page.

Indicative Progress template examples are being developed to illustrate to teachers and curriculum leaders possible progress scenarios linked to specific contexts. These examples will be released progressively throughout Terms 1 and 2.

AusVELS archived

As the new Victorian Curriculum F–10 is being implemented this year, the previous AusVELS Curriculum and AusVELS Resources and Support pages are only available from the previous curricula webpage.

Language teachers should refer to the VCAA resources page or the Victorian Curriculum website for clarification about using the Victorian Curriculum F–10.

For any curriculum queries, contact the F–10 Curriculum Unit: vcaa.f10.curriculum@edumail.vic.gov.au.
Online professional learning sessions in 2017

A new series of online professional development sessions is commencing in Term 1 to support teachers in the delivery of the Victorian Curriculum F–10. Starting in February there will be some overview sessions addressing your frequently asked questions and then curriculum-area specific sessions continue in March.

These are new sessions that will build on those offered during 2016, and are also appropriate for teachers who haven’t attended previous sessions. To view the schedule of sessions and register to attend, go to the professional learning webpage.

Cross-curriculum priorities

Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability is embedded in the curriculum areas of the Victorian Curriculum F–10. These priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world.

The Learning about Sustainability mapping document is now available on the Victorian Curriculum F–10 website. There will also be professional learning sessions offered during Term 1 with a focus on sustainability. Details will be available in the March VCAA Bulletin.

Links in the Aboriginal and Torres Strait Islander Histories and Cultures mapping document have also been updated to reflect updates in the Victorian Curriculum F–10, specifically the release of the Victorian Aboriginal Language curriculum in November 2016.

NAPLAN

NAPLAN 2017 test dates

Schools are reminded that NAPLAN pencil-and-paper testing will take place from Tuesday 9 May to Thursday 11 May 2017. Schools participating in the pilot NAPLAN Online program will have a slightly extended period in which to complete the tests, and details will be forwarded separately.

The tests must be administered in the order, on the dates and within the times specified in the timetables provided in the NAPLAN 2017 Handbook for Principals. Under no circumstances may a test be conducted before the official test date or time. Please note that the test security period has been extended by one week and all tests must remain secure until Friday 26 May 2017.

NAPLAN 2017 Principals package

The NAPLAN 2017 Principals packages are being sent to schools in early Term 1, 2017. If you do not receive the Principals package, please contact the NAPLAN Helpdesk: 1800 684 637.

The package includes the NAPLAN 2017 Handbook for Principals. Part A of the handbook contains the National Protocols for Test Administration (the Protocols) and provides detailed information on all aspects of the administration of the tests. In addition, to ensure that the tests are administered fairly to all students, a NAPLAN Code of Conduct, providing a summary of acceptable and unacceptable behaviours by principals and test administrators, is also included in this section. Principals should ensure that all staff members involved in NAPLAN have read the Protocols carefully.

Part B of the handbook provides information specifically related to implementing the NAPLAN 2017 in Victoria.

To ensure that all Australian students complete the tests under similar conditions, principals should make sure that all relevant personnel have read and understood both sections of the handbook and that, where applicable, a copy is also provided to the NAPLAN coordinator.

The NAPLAN 2017 Principals package also includes an important reminders sheet for NAPLAN 2017 and the Test Administration website login details.
Requests to vary NAPLAN 2017 test dates

NAPLAN tests (other than catch-up tests) must be administered in the order, on the dates, and within the times specified in the timetables provided.

Schools with compelling reasons that are outside their control (for example, where a local public holiday occurs during the testing period) may request permission to participate in the tests in the week after testing to Friday 19 May 2017. This option is only available for classes or groups of students, and not for individual students. As previously advised, schools that book a camp in test week will not be granted approval to vary their NAPLAN test dates.

Under no circumstances may any NAPLAN test be conducted prior to the published test date.

Request to Vary Dates forms can be found in the NAPLAN 2017 Handbook for Principals and completed forms must be returned to the VCAA by Friday 24 February 2017.

Year 7 and Year 9 Numeracy tests

In 2017, following a revision to the format of the NAPLAN Numeracy tests by the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Year 7 and Year 9 NAPLAN Numeracy tests will each contain a total of only 48 questions. Students will be required, as in the past, to answer both calculator and non-calculator questions that allow them to apply a broad range of numeracy skills.

The Year 3 and Year 5 paper-based tests will be similar in style and content to previous years.

As the Year 7 and Year 9 Numeracy tests will have fewer questions, students will sit one Numeracy test session instead of two. This one test session will still be split into two sections: Part A, which requires calculators, and Part B, in which students are not permitted to have calculators.

Parts A and B of the new Numeracy test will continue to be presented in a flip test book.

- Part A (40 questions) will have the calculator component. It will make up the majority of the test questions and will cover all curriculum areas. Students will have 50 minutes to complete Part A.
- Part B (eight questions) will have the non-calculator component, and will primarily contain questions requiring number calculations. Students will have 10 minutes to complete Part B.

While the non-calculator section of the test will be shorter, the number of questions across the entire test that require mental calculation will not change. Detailed instructions on how to administer this test session will be printed in the NAPLAN 2017 Test Administration Handbook for Teachers.

As in previous years, calculators used for the calculator-allowed section of the Numeracy test must not be multifunction or internet-accessible devices. ACARA has confirmed that tablets (including iPads) and similar devices fall into this category and their use is not permitted.

Schools must ensure that all Year 7 and Year 9 students have access to, and are familiar with, a suitable calculator for the NAPLAN Numeracy tests in May 2017.

NAPLAN 2017 Writing test information

ACARA and all NAPLAN Test Administration Authorities have agreed that, as in 2016, there will be two Writing test prompts: one prompt for Years 3 and 5; and a different prompt for Years 7 and 9. This decision has been taken to ensure continued maximum engagement and fairness for students nationally.

The genre for the NAPLAN 2017 Writing test will be either narrative or persuasive, and it will be the same genre for all year levels. Also, as in 2016, the genre for the Writing test will not be disclosed prior to the test day and students will not be able to choose the genre in which they write their response.

Further information on the Writing test is available on the VCAA website.
NAPLAN Online

From 2017, NAPLAN will transition from a paper-based to an online assessment. As part of the transition in Victoria, the NAPLAN Online Pilot will be conducted in 2017, with participating schools administering the NAPLAN tests online in place of the pen-and-paper tests. Schools participating in the NAPLAN Online 2017 Pilot will receive further advice via direct communications from the VCAA regarding training and preparation for the tests.

All other schools will receive advice later in Term 1 regarding the transition to NAPLAN Online and associated readiness activities. For general information about NAPLAN Online, please see the NAPLAN webpages.

NAPLAN Test Administration website

The VCAA provides schools with the NAPLAN Test Administration website to enable a range of administrative tasks to be completed online.

The website is currently available for the enrolment phase. During this phase all schools are asked to complete the following tasks by Friday 24 February 2017:

- submitting a Statement of Compliance
- registering authorised staff
- reviewing school contact and address details
- ordering alternative format test books (i.e. large print, black and white, braille and electronic).

Please note that independent schools are also required to pre-enrol students by uploading data to the website. This is to be completed by Friday 17 February 2017.

The NAPLAN Test Administration website is a secure website that requires a user ID and password to log in. The login details are provided to principals in the letter accompanying the NAPLAN 2017 Principals package.

Detailed instructions to assist schools with completing tasks during the enrolment phase are available on the VCAA's NAPLAN webpages.

Student registration for NAPLAN 2017

Students undertaking the NAPLAN 2017 tests will be registered via an enrolment process prior to the tests. This allows individual student details to be printed on test books and provides significant efficiencies in the administration of the tests at the school level and in the processing of test results. As in previous years, the following enrolment processes apply for Year 3, 5, 7 and 9 students.

Government schools

Through an agreement between the Department of Education and Training (DET) 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 February 2017 school census day. This means that government schools do not have to manually upload their enrolment data.

Catholic schools

The Catholic Education Office Melbourne will collect and provide student registration information to the VCAA on behalf of all Catholic schools, as part of their February 2017 school census process.

Independent schools

Independent schools are required to upload data files directly to the VCAA using the NAPLAN Test Administration website. This process must be completed by Friday 17 February 2017.

Further details regarding student registration and pre-enrolment processes will be provided by letter early in Term 1, 2017.
Ordering alternative test formats

All NAPLAN test materials will be available in large print and braille formats. In addition, A4-size black-and-white materials are also available. Requests for the interactive PDF, large print, black-and-white or braille materials need to be ordered online through the NAPLAN Test Administration website. These are the formats available in large print:

• N18A – A4-size paper, approximately three questions displayed per page
• N18 – A3-size paper, questions displayed as per standard book
• N24A – A4-size paper, approximately two questions displayed per page
• N24 – A3-size paper, two questions per page
• N36 – A3-size paper, one question per page.

The format available for braille is unified English braille code (UEB). This can either be requested in Grade 1 uncontracted or Grade 2 contracted, single or double spacing.

An interactive PDF version of the tests is also available. This electronic format enables students to answer questions on screen and may be appropriate for students who have a disability and use a computer as part of their usual adjustments when participating in classroom assessments, and are not able to otherwise access the tests through any of the other adjustments for disability.

Requests for alternative test formats must be submitted via the NAPLAN Test Administration website by Friday 24 February 2017.

Student exemption and withdrawal forms

Personalised forms for recording student exemptions and withdrawals will be available for printing via the NAPLAN Test Administration website from mid-April, after student enrolment is completed. Further information regarding completion of these forms will be supplied in April.

Principals are reminded that the final decision regarding student exemption or withdrawal from the NAPLAN rests with parents or carers. Under no circumstances should a student be exempted or withdrawn from the NAPLAN without the signed approval of their parent or carer prior to the commencement of the tests.

Requesting permission to use a scribe or assistive technology

Permission for eligible students to use a scribe in the Writing test, or to use assistive technology, must be sought and approved by the VCAA prior to the NAPLAN tests.

Please note that all applications for the use of a scribe or assistive technology need to be completed via the NAPLAN Test Administration website. The website will be available for this purpose from mid-April, and applications must be lodged by Tuesday 2 May 2017. Further information is provided in the NAPLAN 2017 Handbook for Principals.

On Demand Testing

Upgrade for the Victorian Curriculum F–10

The On Demand item bank has been updated to support the new Victorian Curriculum F–10 from 2017. The latest version of On Demand (Build 98) contains the updated item bank and realigned tests and is scheduled for release to schools in Term 1, 2017. This new upgrade will not impact functionality of the On Demand application and students’ test data will remain available from the previous version.

It is strongly recommended that schools upgrade On Demand to Build 98 prior to commencing testing in 2017. Please note that any school not on Build 97 will need to update to Build 97 prior to upgrading to Build 98. Schools will be required to download the realigned On Demand Tests after the update has been run.

As part of this update, the Mathematics range of tests has been expanded to include 30-item tests for Statistics and Probability covering Year Levels 3 to 10. Professional development sessions will be conducted to provide teachers support for the new test designs and interpreting On Demand reports. Further details will be published on the VCAA website in Term 1, 2017.

For registration and other queries contact the On Demand helpdesk: 1800 827 721 or vcaa.ondemand.support@edumail.vic.gov.au. See the On Demand Testing webpages for further information and support documentation.
Curriculum

Changes to the English requirement for satisfactory completion of the VCE from 2018

The VCAA Board has approved a change to the English requirement for satisfactory completion of the VCE. The change to the English requirement will reinforce the value and esteem afforded to students who complete their VCE.

From 2018 a student must have S results for a Unit 3–4 sequence from the English Group to satisfactorily complete the VCE. The English Group includes English, English as an Additional Language, English Language and Literature.

The current rules for satisfactory completion of the VCE are:

- A student must have a satisfactory result (S) for a minimum of 16 units, which must include at least three units from the English Group, at least one of which must be at Unit 3–4 level, and three Unit 3–4 sequences, which may include any number of English sequences once the English requirement has been met.

The following rules for satisfactory completion of the VCE will apply from 2018:

- To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include:
  - at least three units from the English Group, two of which must be a Unit 3–4 sequence
  - an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

Targeted consultation was conducted by the VCAA in November 2015 and there was unanimous agreement that the change will strengthen the satisfactory completion requirements for the VCE.

The VCE is an internationally recognised senior-secondary certificate. It opens doors to tertiary institutions, both in Australia and internationally, to higher level vocational and training certificate programs and into the highly competitive workplace.

The achievement by senior secondary students of a benchmark in literacy is an important feature of a qualification signalling exit from schooling. Satisfactory completion of a Unit 3–4 sequence of English Group units affirms the importance of English proficiency at the core of the senior secondary certificate.

New VCE study design for implementation in 2017

As advised in the November 2016 VCAA Bulletin, Units 1 and 2 of the new study VCE Chinese Language, Culture and Society have been introduced in 2017. The study focuses on developing an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities.

The accreditation period for Units 3 and 4 will begin on 1 January 2018. For more information on this study, please refer to the Chinese Language, Culture and Society study page.

Revised and reaccredited study designs for implementation in 2017

The VCAA has advised schools of the revised and reaccredited studies for implementation in 2017, as well as studies that will have Units 1 and 2 implemented in 2017 (staged implementation). Please refer to Notice to Schools 103/2016 for details.
Revised and reaccredited study designs for implementation in 2018

The revised study designs for VCE Australian and Global Politics, Outdoor and Environmental Studies, Sociology and Visual Communication Design are now available. These revised study designs are published online in the year prior to their implementation on the relevant VCE study page. The revised study designs for Health and Human Development, Legal Studies, Media and Product Design and Technology will be published progressively during Term 1, 2017.

Schools and providers are advised that these online publications are being made available to assist teachers with preparation for the implementation of revised studies in 2018 and must not be used for the 2017 academic year, as the accreditation period begins in 2018. Updates and amendments to study designs are announced in the VCAA Bulletin and published on individual study pages.

Implementation briefings for revised studies

During 2017 the VCAA will conduct statewide implementation briefings for teachers of revised VCE studies accredited from 2018. These studies are: Australian and Global Politics, Health and Human Development, Legal Studies and Media.

Online information sessions will be provided for Outdoor and Environmental Studies, Product Design and Technology, Sociology and Visual Communication Design.

Full details of the briefings will be provided in the VCAA Bulletin and Notices to Schools during Term 1, 2017. For general enquiries about the implementation briefings, please contact Robyn Douglass, Curriculum Program Manager, VCAA: (03) 9032 1720 or douglass.robyn.f@edumail.vic.gov.au.

School-assessed Tasks professional learning sessions

Professional learning sessions for School-assessed Tasks will be held during February and March 2017. Please see the Professional Development section of this Bulletin for details.

2017 VCAA Consultation Register now open

Consultation is an important part of the review and accreditation process for VCE studies. The consultation process is conducted online and teachers and stakeholders are invited to participate by joining the VCAA Consultation Register.

Teachers and stakeholders registered for consultation will receive email notification when the consultation draft of the relevant VCE study design is available online over four weeks, and be invited to respond to the consultation draft via an online questionnaire. Teachers and stakeholders will be given the option of allowing the VCAA to use their registration details to receive email notification of the implementation briefings for the revised studies in 2018. The online consultation register is now open for the following VCE studies:

- Accounting
- Classical Studies
- Dance
- Drama
- Extended Investigation
- Industry and Enterprise
- Philosophy
- Systems Engineering
- Theatre Studies

To participate in this consultation, please complete the registration form. The draft study design and consultation questionnaire will also be available on the relevant VCE study page.
2017 VCE study design wall chart

All schools will be sent a study design wall chart during Term 1. This chart provides VCE coordinators, teachers and librarians with a quick visual reference to the entire collection of accredited VCE study designs for 2017. Each accredited study design is available on the relevant study page.

It is essential that teachers use the currently accredited study designs as the basis for all course development and assessment of VCE studies. The VCAA remains the official source of advice for all VCE studies.

2017 School-based Assessment Audit

The purpose of the School-based Assessment Audit is to ensure that School-based Assessment is conducted in line with the VCAA’s principles of assessment and the requirements of the relevant VCE study design.

All VCE providers are audited for at least one VCE study each year and all VCE studies are subject to the annual School-based Assessment Audit. The audit program incorporates a review of School-assessed Coursework (SAC) and School-assessed Tasks (SATs).

The School-based Assessment Audit is in two stages for both Unit 3 and Unit 4. The first stage consists of a study-specific online audit questionnaire, which is completed by teachers on behalf of the VCE provider and reviewed by an audit panel appointed by the VCAA.

The notification dates for the School-based Assessment Audit in 2017 are:

- Monday 27 February: Notification of studies being audited in Unit 3
- Monday 20 March: Unit 3 online questionnaire responses due
- Friday 5 May: Outcome of Unit 3 online questionnaire delivered
- Monday 22 May: Unit 3 further evidence due (if applicable)
- Monday 17 July: Notification of studies being audited in Unit 4. Outcome of Unit 3 further evidence delivered
- Monday 7 August: Outcome of Unit 4 online questionnaire due
- Monday 11 September: Outcome of Unit 4 online questionnaire delivered
- Friday 22 September: Unit 4 further evidence due (if applicable)
- Monday 30 October: Outcome of Unit 4 further evidence delivered.

VASS will contain the studies being audited as well as the outcomes of each stage of the audit. The following VASS menu will contain all information pertaining to the School-based Assessment Audit: School Program > VCE > School-based Assessment Audit.

Further information on the School-based Assessment Audit can be obtained from Merry Young or Julia Quagliani, VCE Curriculum Unit, VCAA: (03) 9032 1735 or school.assessment.vcaa@edumail.vic.gov.au.

General information about the 2017 audit and review of all VCE Unit 3–4 studies is now available on the VCE General Advice and Policy page. Specific information in relation to School-assessed Tasks is located on the relevant individual study pages for Algorithmics (HESS), Art, Computing: Informatics, Computing: Software Development, Product Design and Technology, Media, Studio Arts, Systems Engineering and Visual Communication Design.

Applications for 2017 VCE State Reviewer position – History Revolutions

The VCAA is seeking applications from teachers to undertake the role of State Reviewer for VCE History Revolutions. The State Reviewer is a paid position and the appointee is required to undertake a range of activities, including participation in the delivery of VCAA professional learning programs, providing feedback and advice to schools, assisting in the preparation of published advice, conducting School-assessed Coursework audits and preparing feedback as a result of the annual audits. The VCE State Reviewer must currently be teaching the study at Unit 3 and 4 level.

For more information and to apply, please go to SSMS. Applications close on Monday 20 February. For information about the roles of this position please refer to the State Reviewer roles and responsibilities and conditions of appointment on the VCAA’s VCE General advice and policy page or contact the VCE Curriculum Unit: (03) 9032 1735 or young.meredith.e@edumail.vic.gov.au.
VCE Dance

2017 Prescribed list of works

The 2017 prescribed list of works is available for download on the VCE Dance study page. This list must be used with the VCE Dance Study Design 2014–2018. In Unit 3, two solo dance works created by 20th- and 21st-century choreographers should be studied. In Unit 4, one group work created by a 20th- or 21st-century choreographer/s should be studied. The teaching and learning program associated with the works selected for study should focus on Outcome 1 key knowledge and skills in Units 3 and 4. For further information, contact Helen Champion, Curriculum Manager, Performing Arts, VCAA: champion.helen.h@edumail.vic.gov.au or (03) 9032 1723.

Advisory panel for 2018 Prescribed list of dance works

Applications for membership of the VCE Dance prescribed list advisory panel are now being taken through the Sessional Staff Management System (SSMS). The panel will propose works for the 2018 list of prescribed works to be approved by the VCAA. Panel members may be teaching Units 3 and 4 of the study. The closing date for applications is Friday 26 May 2017. For further information contact Helen Champion, Curriculum Manager, Performing Arts, VCAA: champion.helen.h@edumail.vic.gov.au or (03) 9032 1723.

VCE Drama and Theatre Studies

2017 playlist

The Drama Unit 3 and Theatre Studies Units 3 and 4 playlist is available for download from the Drama and Theatre Studies study pages. The list should be used with the 2014–2018 study designs for VCE Drama and VCE Theatre Studies. Students are required to see one of the plays on the relevant list for the purposes of study and assessment in each of Drama Unit 3 and Theatre Studies Units 3 and 4. As required, additional information about specific plays will be published during 2017. The VCAA has worked closely with the submitting theatre companies to create playlists that reflect a broad range of contemporary and classic works. The diversity of works selected supports the interrelated nature of the Areas of Study in the VCE Drama and Theatre Studies study designs for Units 3 and 4. The key criteria considered in the selection were: dramatic merit; a representation of diverse forms/styles; works that challenge and sustain intensive study; and theatrical works that are accessible to and suitable for study at VCE level by a range of students. It is understood that current professional theatre practice often explores contemporary issues and themes. In discussion with the theatre companies, the VCAA provides advice on the list about issues relevant to specific plays and has deemed all works on the playlist to be suitable for study at VCE level. Advice is provided to assist schools in making appropriate choices for their students. It is important that when selecting work for their students, teachers familiarise themselves with the content and form prior to students viewing the play or studying the playscript.

In most cases this information is available by speaking directly to the theatre company, obtaining a copy of the relevant script, obtaining education resources, attending a preview or conducting research on any previous productions of the work. Teachers should read the notes and advice provided on the list, consider the culture of their school and the experience of their students, and make choices accordingly. Additional resources for some plays are provided on the VCAA website. Each playlist offers a range of choices for teachers and students, including at least one touring production. Teachers should note the dates for each play and complete the required planning and booking as early as possible. Theatre companies and venues cannot guarantee seats beyond the capacity they have available for any one show or across a season. Therefore, obtaining advice and booking early is highly recommended in order to have access to a preferred production.

Advisory panel for the 2018 playlist

Applications for membership of the VCE Drama and Theatre Studies playlist advisory panel are now being taken through SSMS. The panel of teachers, academics and industry representatives will propose plays for the 2018 playlist to be approved by the VCAA. It is expected that the bulk of the panel’s work will take place between June and November. Panel members may be teaching Units 3 and 4 of the study. The closing date for applications is Friday 26 May 2017. For further information contact Helen Champion, Curriculum Manager, Performing Arts, VCAA: champion.helen.h@edumail.vic.gov.au or (03) 9032 1723.
VCE English, English as an Additional Language and Literature

2018 text lists
Schools are advised that the 2018 VCE English/EAL and Literature text lists are now available on the VCAA website. These text lists are to be used with the study designs with the following accreditation periods:

- VCE English/EAL 2016–2020 (2017 Units 3 and 4)

Teachers should consider the lists in conjunction with the relevant text selection advice published on page 17 of the VCE English/EAL study design and page 15 of the VCE Literature study design.

EAL students
From 2017, for VCE EAL students only, one text in each List 2 pair will be nominated for achievement of Unit 3 Outcome 1: Reading and creating texts. This means that VCE EAL students may use the nominated text for either or both of the following:

- the School-based Assessment, noting that EAL students are only required to produce either an analytical interpretation or a creative response
- an analytical response to Section B of the examination.

EAL students are not required to produce a comparative analysis as part of the examination. This arrangement is to ensure that VCE EAL students continue to have two texts, with two questions each, to select from when completing the ‘Reading and creating texts’ section of the examination.

Enquiries can be directed to Jacqueline Moore, Curriculum Manager, English, VCAA: moore.jacqueline.j@edumail.vic.gov.au or (03) 9032 1691.

VCE Extended Investigation professional learning
Schools delivering VCE Extended Investigation in 2017 are invited to attend a professional learning day in March. Please see the Professional Development section of this Bulletin for details.

VCE Music

VCE Music Investigation and Music Performance prescribed lists
The same lists are used for Units 3 and 4 Music Investigation and Music Performance. Information about study-specific requirements is provided on the lists. The 2017 list of group works is available on the VCE Music Investigation study page and the VCE Music Performance study page. In Section A some works have been added to the list and works that will be deleted in 2018 are identified. Works have also been added in Section B. In the Solo lists, new works for 2017 and works for deletion in 2018 are identified. Note that for most works on the lists the editions listed are recommended only. Other equivalent editions may also be used without seeking approval from the VCAA. If a work is a specific arrangement or transcription, it is generally only published in the listed edition. It is the responsibility of schools to ensure that students perform only listed works or approved alternative works.

Alternative works and alternative instruments
Guidelines and application forms for approval of alternative works and/or alternative instruments for solo performance are available on the VCE Music Investigation and VCE Music Performance study pages. Note that separate guidelines and application forms are provided for Music Investigation and for Music Performance. These forms must be received at the VCAA by 5.00pm Wednesday 1 March 2017.

Solo prescribed list reviews
Teachers who are interested in contributing to reviews of the VCE Music prescribed lists of notated solo works for Bassoon, Contemporary Piano, Contemporary Double Bass, Electric Bass, Guitar – Contemporary Popular, Oboe, Percussion, Pianoforte, Pipe Organ, Voice – Contemporary Popular, Soprano Cornet and Tenor Horn in E Flat and/or Trombone should email Helen Champion, Curriculum Manager, Performing Arts, VCAA: champion.helen.h@edumail.vic.gov.au.
Music Investigation Topic approval

All students who enrol in MCO5 Music Investigation Units 3–4 must submit an Investigation Topic for approval by the VCAA. Copies of the approval form template can be downloaded from the VCE Music Investigation study page. The template is used to prepare the application for data entry, and uploaded via VASS: Student Program > VCE > Approved Focus Area. Approval forms should be uploaded via VASS by 5:00pm on Wednesday 1 March 2017. A reply indicating 'approved' or 'not approved' will be sent by the VCAA as soon as possible after Friday 3 March.

This approval process allows the VCAA to confirm that each student enrolled in VCE Music Investigation Units 3 and 4 has selected an Investigation Topic that offers appropriate depth and breadth, has appropriate links to a work selected from a VCE Music prescribed list, and provides adequate scope for the student to prepare and present a performance examination program that allows them to address assessment criteria at the highest level. Before submitting topics for approval, schools must ensure that each student is correctly enrolled in the study:

- The study code is MC05 3-4.
- The correct focus (instrument) code must be identified. These codes are available as a VASS download.
- As needed, an application for alternative instrument should be submitted in addition to Investigation Topic approval form.
- As needed, an application for alternative work may be also be submitted.

Schools are not required to submit sheet music or audio files at this stage. During the approval process, the VCAA may contact schools and request copies of sheet music for a prescribed work and/or an audio recording of that work. Enquiries about this process should be directed to Helen Champion, Curriculum Manager, Performing Arts, VCAA: champion.helen.h@edumail.vic.gov.au or (03) 9032 1723.

Investigation Topic approval panel

Applications for membership of the VCE Music Investigation topic approval panel are now being taken through SSMS. This panel will review topics submitted for approval and provide feedback for students and teachers. It is expected that the bulk of the panel’s work will take place in March. Panel members may be teaching Units 3 and 4 of the study. The closing date for applications is Friday 17 February 2017. For further information, contact Helen Champion, Curriculum Manager, Performing Arts, VCAA: champion.helen.h@edumail.vic.gov.au or (03) 9032 1723.
Accreditation periods for VCE studies: Effective 1 January 2017

The following table summarises the accreditation periods for VCE studies approved by the VCAA Board, and accredited by the Victorian Registration and Qualifications Authority.

<table>
<thead>
<tr>
<th>Accreditation period expires December 2017</th>
<th>Australian and Global Politics</th>
<th>Outdoor and Environmental Studies</th>
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<tbody>
<tr>
<td></td>
<td>Health and Human Development</td>
<td>Physical Education (Units 3 and 4)</td>
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<td></td>
<td>Legal Studies</td>
<td>Product Design and Technology</td>
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<td>Media</td>
<td>Sociology</td>
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<td></td>
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<td>Visual Communication Design</td>
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<tr>
<td>Accreditation period expires December 2017 (In review in 2017)</td>
<td>Accounting</td>
<td>Philosophy</td>
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<td>Classical Studies</td>
<td>Systems Engineering</td>
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<td>Dance</td>
<td>Theatre Studies</td>
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<td></td>
<td>Drama</td>
<td>Languages: Arabic, Chinese Second</td>
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<td></td>
<td>Extended Investigation</td>
<td>Language, Chinese Second Language</td>
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<td></td>
<td>Industry and Enterprise</td>
<td>Advanced, French, German, Greek,</td>
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<td></td>
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<td>Indonesian Second Language</td>
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<td>Italian, Japanese Second Language</td>
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<td>Spanish, Vietnamese Second Language</td>
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<tr>
<td>Accreditation period expires December 2019</td>
<td>Agricultural and Horticultural Studies</td>
<td>Further Mathematics (Units 3 and 4)</td>
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<td>Algorithmics (HESS)</td>
<td>Mathematics Methods (Units 3 and 4)</td>
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<td>Computing</td>
<td>Specialist Mathematics (Units 3 and 4)</td>
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<td>Chin Hakha (Units 1 and 2 only)</td>
<td>History</td>
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<td></td>
<td>Foundation English</td>
<td>Languages CCAFL: Armenian, Auslan,</td>
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<td></td>
<td>Foundation Mathematics</td>
<td>Bosnian, Croatian, Dutch, Filipino, Hebrew,</td>
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<td></td>
<td>General Mathematics</td>
<td>Hindi, Hungarian, Khmer, Macedonian,</td>
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<td>Mathematics Methods (Units 1 and 2 only)</td>
<td>Maltese, Persian, Polish, Portuguese, Punjabi,</td>
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<td></td>
<td>Specialist Mathematics (Units 1 and 2 only)</td>
<td>Romanian, Russian, Serbian, Sinhala,</td>
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<td>Swedish, Tamil, Turkish, Ukrainian, Yiddish.</td>
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<tr>
<td>Accreditation period expires December 2020</td>
<td>Art</td>
<td>Languages: Chinese First Language, Classical</td>
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<td>Biology (Units 1 and 2 only)</td>
<td>Greek, Classical Hebrew, Indigenous</td>
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<td>Chemistry (Units 1 and 2 only)</td>
<td>Languages of Victoria, Indonesian First</td>
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<td>Environmental Science (Units 1 and 2 only)</td>
<td>Language, Japanese First Language, Korean First Language, Latin, Vietnamese First</td>
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<td>Physics (Units 1 and 2 only)</td>
<td>Language (Units 1 and 2 only)</td>
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<td>Psychology (Units 1 and 2 only)</td>
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<td>Chin Hakha (Units 3 and 4)</td>
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<td>Geography</td>
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<td>Karen (Units 1 and 2 only)</td>
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<tr>
<td>Accreditation period expires December 2021</td>
<td>Art</td>
<td>Karen (Units 3 and 4)</td>
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<td>Biology (Units 3 and 4)</td>
<td>Music</td>
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<td></td>
<td>Business Management</td>
<td>Physical Education (Units 1 and 2 only)</td>
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<td></td>
<td>Chemistry (Units 3 and 4)</td>
<td>Physics (Units 3 and 4)</td>
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<td>Chinese Language, Culture and Society</td>
<td>Psychology (Units 3 and 4)</td>
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<td>Environmental Science (Units 3 and 4)</td>
<td>Religion and Society</td>
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<td>Economics</td>
<td>Studio Arts</td>
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<td>Food Studies</td>
<td>Texts and Traditions</td>
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<td></td>
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<td>Vietnamese First Language (Units 3 and 4)</td>
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Assessment

2017 VCE Examination periods

The examination periods for this year were approved by the VCAA Board on 15 June 2016. The 2017 VCE written examination timetable will be published in May.

Examination materials: New and revised studies

Vietnamese First Language will be examined for the first time in 2017. The examination will conform to the specifications stated in the VCE Vietnamese First Language Study Design 2017–2021 (Units 3 and 4), pages 25 and 26. Sample materials for this new study will be available on the Vietnamese First Language examination page during Term 1, 2017.

Karen will also be examined for the first time in 2017. As this new language study will be part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) group, the format of the examination will conform to published CCAFL examination specifications. Sample materials for this new study will be available on the Karen examination page during Term 1, 2017.

Examination specifications, advice and sample materials for the following revised VCE studies and VCE VET programs that commence Units 3 and 4 in 2017 will be published on the relevant examination pages of the VCAA website during Term 1, 2017: Algorithmics (HESS), Art, Biology, Business Management, Chemistry, Economics, English, English as an Additional Language, Environmental Science, Food Studies, Literature, Music Investigation, Music Performance, Music Style and Composition, Physics, Psychology, Religion and Society, Studio Arts, Texts and Traditions, VCE VET Community Services, VCE VET Hospitality (Kitchen Operations), VCE VET Integrated Technologies, VCE VET Music Industry (Sound Production) and VCE VET Sport and Recreation. Please note that a second version of the examination specifications for English has been published.

The examination format of VCE VET Creative and Digital Media (formerly VCE VET Interactive Digital Media), VCE VET Hospitality and VCE VET Laboratory Skills will remain unchanged in 2017. The examination specifications and sample materials will be updated to reflect the new, but equivalent, units of competency.

VCE Music Style and Composition Externally-assessed Task

The VCE Music Style and Composition Externally-assessed Task specifications and accompanying documentation will be available on the study page during Term 1, 2017.

VCE VET Creative and Digital Media software programs

Teachers and trainers of VCE VET Creative and Digital Media (CDM), formerly VCE VET Interactive Digital Media (IDM), should refer to the VCE VET Creative and Digital Media examination page for important information on operating systems and software to be used in the 2017 computer-based examination.

VCE VET Business approved materials

Teachers and trainers of VCE VET Business should note that students will be permitted to bring a scientific calculator into the 2017 VCE VET Business written examination. This will enable students to better respond to questions derived from BSBP0301 Recommend products and services and BSBWOR301 Organise personal work priorities and development.
Victorian Certificate of Applied Learning

See also Professional Development and Bulletin Board

2016 VCAL Achievement Awards judging panel

The VCAA is pleased to advise that representatives from the following organisations have been appointed to the judging panel for the 2016 VCAL Achievement Awards:

- Australian Education Union
- Catholic Education Office
- Independent Schools Victoria
- Department of Education and Training
- Local Learning and Employment Network
- Victorian Applied Learning Association
- Victorian Institute of Teaching
- Victorian Curriculum and Assessment Authority.

The VCAL Achievement Awards acknowledge the achievements of VCAL students and the contributions of teachers and partner organisations to VCAL programs. In 2017, the awards will acknowledge the achievements of 2016.

Vocational Education and Training

See also Professional Development and Bulletin Board

VCE VET programs for 2017

There have been a number of changes to qualifications that make up VCE VET programs. These include programs that have been redeveloped for implementation in 2017. All VCE VET program webpages have been updated for 2017 to reflect any change; it is important for teachers to refer to the current versions of programs and documents.

The VCE VET Program Changes for 2017 document provides individual program details for programs where:

- continuous improvement has resulted in unit of competency and/or program structure changes
- redevelopment has been undertaken and revised programs are to be implemented from 2017
- a revised scored Units 3 and 4 is available for the first time in 2017.

Changes to VCE VET programs are reflected in the Program Summaries or Program Booklet Extracts available on individual VCE VET Program webpages on the VCAA website.

VCE VET Program Transition Advice for 2017 provides detailed advice for all programs that have changes requiring specific actions to be undertaken for students transitioning from the first year of the program to a second or subsequent year.

The following VCE VET programs have been revised. Teachers need to ensure that they are aware of the changes and deliver the correct units as published on the VCE VET program webpage:

- Agriculture, Horticulture and Conservation Land Management
- Applied Fashion Design and Technology
- Applied Language
- Automotive
- Furnishing
- Health
- Hospitality
- Information and Digital Media (now Creative and Digital Media)
- Laboratory Skills
- Music Industry
- Sport and Recreation.

A new VCE VET program has been developed in the hair and beauty industry: VCE VET Hair and Beauty. Details are available on the VCE VET Hair and Beauty page.
Coursework Audit 2016

Results and feedback from 2016 VCE VET Coursework Audits will be sent to principals and registered training organisation (RTO) partners in February. Teachers of VCE VET programs in schools that were audited should ensure they receive the outcome of their audit from their principal. If training and assessment is conducted externally at another school within a cluster or at an RTO, schools are reminded to forward the audit results to these trainers and assessors. If audit results indicate that improvement in task design is required, teachers should attend the relevant VCE VET Scored Assessment workshop.

Scored Assessment workshops in 2017

A series of professional development workshops for assessors of scored programs (school and RTO-based) will be held at the State Netball and Hockey Centre, Brens Drive Parkville, in March 2017. The workshops will consist of activities relating to the design and development of scored assessment tasks in each scored VCE VET program. These workshops provide opportunities for sharing and networking while preparing tasks for 2017.

A Notice to Schools with further information about the scored VCE VET program workshops and registration details will be sent to schools in February, and published on the VET Professional Development webpage. Schools are urged to pass on this information to their RTO partners. For further information, contact the VET Unit: vet.vcaa@edumail.vic.gov.au.

Material to support scored assessment

For trainers and teachers wishing to update or review their VCE VET scored coursework tasks, please refer to the Scored Assessment for VCE VET programs webpage. Updated Assessment Plans for 2017 are now available for all scored VCE VET programs on the program-specific webpages.

Changes to VCE VET statistical moderation for 2017

From 2017 scored VCE VET programs will be statistically moderated by the assessing group as opposed to the RTO. This assessing group may be the home school, another school/training provider through a cluster or the RTO. Schools enrolling students will be required to select an additional item (assessing group) when enrolling VET students undertaking scored assessment.

Further advice on the enrolment process on VASS will be made through future editions of the VCAA Bulletin, the VASS Bulletin Board and the VASS Forum.

If schools have fewer than five enrolments in a VCE VET scored program, they may wish to form a partnership with another school that has small enrolments but is not their RTO or cluster provider. Further advice regarding this option will be provided in upcoming editions of the VCAA Bulletin.

VCE VET State Reviewers

Applications are invited for the vacant VCE VET State Reviewer positions for 2017 in the following program areas:

- Engineering Studies
- Kitchen Operations
- Integrated Technologies.

State Reviewers can be teachers of the program at the Unit 3–4 level. This is a paid position and those appointed are required to undertake a range of activities including participating in VCAA professional development activities, assisting in VCE VET program reviews (where appropriate), providing feedback and advice to schools/RTOs, assisting in the preparation of published advice regarding scored assessment, conducting coursework audits and preparing feedback as a result of the coursework audits. For more information and to apply, please go to SSMS.
November 2016 Statewide VET Workshops

Presentation material from the November 2016 Statewide VET Workshops is now available on the VET professional development webpage.

Apprenticeship/traineeship flag for Block Credit (VFE) enrolments on VASS

School are reminded that where students are undertaking Block Credit (VFE) enrolments as school-based or part-time apprentices or trainees, the VASS apprenticeship/traineeship flag needs to be ticked.

School-based or part-time apprenticeships or traineeships undertaken in qualifications also offered as VCE VET programs should be enrolled in the NAP Certificate enrolments on VASS.

High-level qualifications enrolments and credit

Schools wishing to enrol students into Certificate IV or higher qualifications are required to apply to the VET unit of the VCAA before the students commence the training. The application form and instructions are available online.

From 2017 certificates at Certificate IV or above will see credit restricted to two VCE Unit 3 –4 sequences or four VCAL units.

2017 structured workplace learning (SWL) requirements

A summary of the SWL requirements for each of the VCE VET programs is available online. It is important that schools refer to this document as it has been updated to accommodate changes to a number of VCE VET programs where work placement has been mandated.

SWL Pilot 2017

Schools that registered their interest to participate in the SWL Pilot 2017 will have their interest acknowledged in an email early in Term 1. This will seek formal acknowledgement from the school principal that the school is willing to commit the required time to the pilot. CRT release funds will be available to cover teachers if they are required to be released from school duties.

Industry Pathways programs in the VCE or VCAL

Schools wishing to undertake an Industry Pathways program in Building and Construction, Engineering and Manufacturing, Health and Community Services or Sport and Recreation are required to advise the VET Unit of this intention: vet.vcaa@edumail.vic.gov.au.

VCE student eligibility will be manually recorded by the VCAA. VASS enrolment advice for VCAL students will be made available to schools after they have notified the VET Unit.

More information about Industry Pathways is available on the VCAA website.
Changes to VCE and VCAL Student Personal Details form

In 2017 there are four changes to both blank and pre-populated Student Personal Details forms on VASS.

Gender field
The field ‘Sex’ has been replaced by ‘Gender’ and can now be populated with M (Male), F (Female) or X (Gender X). The inclusion of Gender X supports the changes made to the Australian Government Guidelines on Recognition of Sex and Gender in November 2015. In addition, there has been an increase in the number of schools and individual students seeking advice from the VCAA where the student does not identify as M or F or wish to have recorded on VASS a gender that is different from the one stated on their birth certificate. Students who do not identify as male or female can now choose X, which indicates an undefined gender. This is entirely a student choice and recognises that individuals may identify and be recognised within the community as a gender other than the sex they were assigned at birth or during infancy, or as a gender that is not exclusively male or female. The introduction of Gender X is a staged process, with the first step being the collection followed by the reporting (both as X and Gender X) in relation to an individual, and finally, reporting at group level.

Email address for results delivery
Following the successful 2016 pilot of digital delivery of student results, the VCAA will now collect an email address for students to be primarily used for results delivery and associated processes. It is therefore important that the email address is active and accessible by the student when results are released in December and until the following April for Premier’s Awards communication. The VCAA preference is for a personal email address for each student, but we do understand that some schools may prefer the school-based email address. In these circumstances schools need to ensure that where the school email address is used it is active up to the end of April in the year following graduation. The field is not compulsory and students can make their own decision whether to provide an email address or not.

Section A renamed
Section A on the blank form has now been renamed Adults Returning to Study to help students understand the purpose of this section of the form. In addition, next to the first box ‘Adult returning to study’ the definition of an adult student has been included.

Consent disclosure in Section E
There has been a change to Section E: Consent to disclosure to other organisations, question 2. Under ‘Selection and announcement of awards’, ‘Gender’ has replaced ‘Sex’, the email address has been included, and reference to the Australian Student Prize and the associated Commonwealth Department of Education (and its successors) removed as this award no longer exists. Schools are reminded that consents are to be signed in the year of enrolment and students should therefore not be signing consents before 1 January 2017.

Higher Education Studies enrolment by universities in VASS
From March 2017, universities offering Higher Education Studies in the VCE will be enrolling students using a restricted version of VASS.

To enable correct student enrolment, universities will need to refer to the student’s VCE studies (Units 3 and 4) to confirm whether the student meets the pre- and co-requisite requirements for their selected Higher Education Study.

Therefore, schools that have students who are eligible and have obtained their principal’s approval to enrol in a Higher Education Study are asked to finalise these enrolments prior to Friday 31 March 2017.

General information about Higher Education Studies can be found on the curriculum webpages.
School-assessed Tasks professional learning

Professional learning sessions for School-assessed Tasks will be held during February and March 2017. These full-day sessions are designed to provide teachers with a clear understanding of how to apply the assessment criteria and descriptors for the School-assessed Task in the relevant study.

Each session will have a practical component, during which assessment criteria will be applied using sample student work. Teachers of Media and Visual Communication Design are encouraged to bring a student folio they think would be suitable for marking, although there is no guarantee that their folio will be used in any assessment exercise. Teachers should ensure that folios are labelled with teacher details and students cannot be identified.

All teachers will be required to bring a copy of the relevant study design. Teachers of Art and Studio Arts are required to bring a laptop. Due to a high number of registrations for Studio Arts there is an additional session on Wednesday 22 February.

Sessions will be held at the VCAA Assessment Centre in Coburg, except Algorithmics (HESS), which will be held at 41 St Andrews Place, East Melbourne. Further details about the professional learning sessions will be emailed to registered teachers closer to session dates, which are listed on the online registration form.

For teachers who are unable to attend the scheduled sessions, a web conferencing activity will run for all SAT studies except Algorithmics (HESS). Please indicate on the registration form if you are unable to attend a scheduled session and an invitation containing details of the web conferencing activity will be emailed. All dates for the web conference sessions are also listed on the online registration form.

For further information, please contact Julia Quagliani, VCE Curriculum, VCAA: quagliani.julia.j@edumail.vic.gov.au or (03) 9032 1729.

VCE Extended Investigation professional learning

Schools delivering VCE Extended Investigation in 2017 are invited to attend a professional learning day on Thursday 2 March 2017.

Sessions will provide information and advice about the role of supervising teachers and school oversight responsibilities, practical preparation for the Critical Thinking Test and the Externally-assessed Tasks and the opportunity to network with other schools delivering the study and hear about their experiences.

The professional learning day runs from 9.00am to 3.10pm at Dialogue (50 Lonsdale Street, Melbourne).

Schools are invited to send up to two representatives. The VCAA recommends that all VCE Extended Investigation supervising teachers attend. CRT grants are available. Please register your attendance by Thursday 16 February 2017.

VCE VET Scored Assessment Workshops

A series of professional development workshops for assessors of scored programs (school and RTO-based) will be held in March 2017. Please refer to the VET Section of this Bulletin for further information.

VCE School Leaders Briefings 2017

The VCAA encourages members of your school’s VCE leadership team to attend an important professional development opportunity that will be offered at eight venues in February and March 2017. Full details are available on the VCAA Professional Development webpage.

Analysing your school’s VCE results

The VCAA invites you to attend, from late February to the end of March 2017, a valuable professional development session on analysing your school’s VCE results. These sessions are for school staff responsible for the delivery of the VCE. They will increase your knowledge and skills in using the VCE assessment results to:

- identify strengths and weaknesses in your school’s VCE performance against particular curricula
- inform professional learning discussions with fellow teachers around improving student outcomes.

Full details are available on the VCAA Professional Development webpage.
VCE Music Conference

The 2017 aMuse VCE Music Conference will take place on Saturday 25 February and Sunday 26 February 2017 at Trinity Grammar School. Details of the program and registration are available on the aMuse website.

Drama Victoria events

In 2017 Drama Victoria will offer a range of professional learning events, including the New to VCE Evening, Jumpstart mini-conference and Victorian Curriculum: Getting Cracking in 2017. Details of each program are on the Drama Victoria website.

ACHPER Victoria professional learning

The Australian Council for Health, Physical Education and Recreation (Victorian branch) is holding a number of professional learning events in Term 1.

- VCE Examiners Report will provide teachers with an understanding of exam trends, identify common mistakes and explain mark allocation, using the Chief Assessor’s reports for Physical Education (Tuesday 14 February), Outdoor Environmental Studies (Tuesday 21 February), Health and Human Development (Wednesday 15 February) and Sport and Recreation (Wednesday 22 February).
- Teaching PE For the First Time (Monday 20 February) is a one-day applied workshop designed to provide new and generalist primary school teachers with skills to confidently teach Physical Education.
- The 2017 Secondary Health and Physical Education Conference (Monday 20 March) has been tailored towards the specific teaching needs of Year 7–10 Health and Physical Education teachers, along with a stream focused on Unit 2 of the new VCE Physical Education study design.

Full details for these events can be found on the ACHPER website.