

VCAA Bulletin

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New resources to support Victorian Curriculum F–10 Languages

Currently over 400,000 Victorian students are enrolled in additional language learning programs, using the Victorian Curriculum. Nearly 90% of these students study one of eight languages, with the remaining students choosing between 37 other languages the Victorian Curriculum supports. Such a profusion of language programs places Victoria in both a unique and challenging position in terms of developing support materials for teachers.

To meet some of these challenges, the Victorian Curriculum and Assessment Authority (VCAA) is excited to announce the release of a range of assessments, beginning in mid-March 2017, to support teachers of Languages implement the new Victorian Curriculum F–10.

Working with the Australian Council for Educational Research (ACER), the VCAA will provide teachers with a suite of quality languages assessments. Teachers will be able to access online assessments, known as Languages Proficiency Assessments (LPA), which test students' additional language reading and listening skills, providing teachers with diagnostic information that they can use to target individual students' areas of need.

The LPA will offer tests for the beginner, intermediate and advanced learners in eight languages. These levels correspond to nominal hours of learning at 100 hours, 200 hours and 300 hours, and will be aligned to the Victorian Curriculum F–10.

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The LPA will be released in three stages across 2017, and will be offered in Chinese (Second Language and Background Language), French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish.

All schools, including community language schools, will be able to access the LPA free of charge.

To support the LPA release, the VCAA, in conjunction with ACER, will be running a number of online professional development sessions. These sessions will step teachers through how to use the LPA, as well as address the broader contextual question of effective assessment practices in the Victorian Curriculum F–10 Languages.

In addition, as part of its ongoing test development program, ACER is seeking schools willing to trial some new LPA materials. The trialling for these is scheduled to take place between Tuesday 14 March and Friday 31 March 2017, with expressions of interest due by Tuesday 7 March. For more information, please contact ACER: vcaalpa@acer.edu.au or (03) 9277 5324.

Excellence & Awards

VCE Season of Excellence

Students showcase talents at Top Class

The 2017 Season of Excellence began last week with the Top Class concert series showcasing some of Victoria's most talented performing arts students.

Students of VCE and VCE VET Dance performed a range of styles, including contemporary, tap, jazz and lyrical, at the Melbourne Recital Centre as part of the two-day Top Class Dance concerts. At Top Class Sound, a sellout crowd heard performances by Victoria's next generation of young composers in the historic Melba Hall, University of Melbourne. The concert featured performances of original musical works composed by students of VCE Music Performance, Music Investigation, Music Style and Composition and VCE VET Music in 2016.

The Season is a great opportunity for current and future students to be inspired and gain insight into preparing for their VCE studies. We talked with two of our Top Class performers to learn about their creative practice and what Top Class means to them.

Maddison Carr, Top Class Dance

Maddison Carr, who performed her contemporary dance VCE Technique Solo, completed VCE Dance in Year 11 at Cheryl Kaloger Brown School of Dance. This year she is completing Year 12 with Distance Education Victoria, while continuing her ballet training at the Russian Choreographic Academy.

What does it mean for you to be involved with Top Class Dance? I feel really privileged to be involved in Top Class Dance. I have been to the concerts in previous years and they were really valuable experiences. I learnt from listening to the assessors' advice on the criteria and I gathered inspiration for the creation of my own solos. It's amazing for me to come full circle and hopefully inspire other students.

What inspired you to pursue this art form? It is such a beautiful art form, both to perform and to watch. I started ballet when I was three years old. Since then I have tried different styles of dance and have grown particularly passionate about classical ballet. I'm eager to learn new things and push myself to become a better dancer.

Why do you feel it's important to promote the performing arts to young people? I think that the performing arts, and in particular dance, allow young people to express themselves and explore their creative side. Dance can be interpreted differently to showcase individuality and artists can create a piece that reflects their connection to the art form.

Where do you see yourself in the future? I'm very passionate about dance and I see myself working in the dance industry in some capacity in the future. But right now my ultimate goal is to become a professional ballerina and work for a company.

What advice would you give future students? I believe it is important for VCE Dance students to expose themselves to many different opportunities in order to expand their knowledge and creativity in dance. I encourage students to perform in front of as many people as possible to gather valuable feedback.



Jordan Dearsley, Top Class Sound

Victorian College of the Arts Secondary College graduate Jordan Dearsley performed his composition *Gronk* at Top Class Sound. To challenge himself, Jordan decided the piece would be performed with the addition of a vibraphone for the first time. Jordan is currently studying a Bachelor of Music at the Victorian College of the Arts, Southbank.

What does it mean for you to be involved with Top Class Sound? It is a great honour and privilege to be given the opportunity to present my work at Top Class Sound. To be noted among other fantastic musicians and composers across Victoria is truly gratifying.

What inspired you to pursue this art form? Most of my inspiration came from watching and listening to great performers while I was growing up. Also my parents, though not musicians, have always been very enthusiastic about the performing arts. Their passion for music has most certainly rubbed off on me.

Why is it important to promote the performing arts, and in particular music to young people? We are surrounded by music and it gives young people an avenue to express themselves. Music has a great effect on youth culture, but it is also young people's creative spirit that inspires the innovation and progression of the artistic world.

Where do you see yourself in the future? At the moment I haven't decided what I want to do, but I'm excited to see where music can take me. I plan to invest my time and energy in jazz performance and composition. Not knowing where I will end up thrills me and I'm ready for the opportunities that music will bring.

What advice would you give future students? If you want to improve as a musician, I think it is really important to listen to music and pay close attention to how the music is composed. If you analyse and understand the composition, listening can be just as useful as playing your instrument.



Jordan Dearsley

Top Designs Forums and Talks 2017

Top Designs Forums and Talks support students of VCE Food Studies, Media, Product Design and Technology, Systems Engineering, Theatre Studies – Design, Visual Communication Design and VET Interactive Digital Media. The sessions start on Thursday 23 March 2017 and end on Thursday 18 May 2017. Please refer to [Notice to Schools 21/2017](#) for full details.

Margaret Schofield Memorial Scholarship

Margaret Schofield Memorial Scholarship for Composition announced

Jack Stacey (Ballarat High School) has been awarded the Margaret Schofield Memorial Scholarship for Composition. He was presented with the scholarship at this year's Top Class Sound concert held on Friday 24 February. The concert featured extraordinary compositions from high-achieving students, performed to a full house at Melba Hall, University of Melbourne.

Jack expressed his deep gratitude for receiving this important recognition of his hard work, as well as the financial support the scholarship will provide him in his future studies. 'The scholarship feels like a blessing,' he says. 'It makes my dreams feel possible to achieve; it will help me gain the training I need to establish a solid career in the arts.'

The scholarship selection panel considers applicants who commit to study music at a tertiary level. Students' study scores for VCE Music Style and Composition, VCE Music Investigation, VCE Music Performance and/or VCE VET Music are also taken into consideration.

Jack's piano composition *Nightfall's Lament* was inspired by Rachmaninoff's *Élégie in E Flat Minor*. The hauntingly beautiful melody 'inspired me to make my own composition on what sorrow means to me,' Jack said. With his Year 12 success driving him, Jack is currently studying for a Bachelor of Music at the University of New England.

The family of the late Margaret Schofield established the scholarships in her name to recognise her achievements as a musician and her commitment to music education. They are coordinated by the VCAA and help recipients to achieve their goal of further study by providing \$5000 towards the cost of tertiary study in music. The winners of the Music Performance scholarships will be announced at the Top Class Music concerts on Wednesday 22 March 2017.

Plain English Speaking Award

Register for the 2017 Plain English Speaking Award



The Plain English Speaking Award (PESA) is a national public-speaking competition that gives students the unique opportunity to talk about topics of importance to them, while developing their speechwriting, research and oratory skills. This year marks the 40th anniversary of the national competition.

Regional finals will be held throughout May and early June, with the winners going on to the semifinal in mid-June. Winners of the state final will have the opportunity to compete in the national final in Victoria on Monday 14 August 2017.

PESA is open to students aged 15 to 18 years of age from all schools in Victoria. Schools may nominate two students to compete. The national winner will receive financial assistance from BBM Youth Support to fly to London to compete in the English Speaking Union International Public Speaking Competition in 2018.

Registration is open from Monday 6 March to Friday 5 May 2017. Further information can be found on the [PESA webpages](#).

Early Years

New resources: Teaching Aboriginal Languages and Cultures

The Early Years Resources webpage highlights some new resources available for early childhood professionals to support children and families from culturally and linguistically diverse backgrounds.

There is information about the collaborative Cultural Knowledge Story in the Victorian Early Years Learning and Development Framework.

There is also information about and links to *Marrung – Aboriginal Educational Plan 2016–2026* and how early childhood services and schools can access advice and assistance as they introduce Aboriginal Languages and Cultures into their teaching and learning programs. These resources are available from the [Early Years webpages](#).



Story description Dr Sue Lopez Atkinson (Yorta Yorta)
Artwork by Annette Sax (Taungurung)
Child at the centre surrounded by kin, family and those professionals supporting learning and development, health and wellbeing

See also [Administrative Advice](#), [Professional Development](#) and [Bulletin Board](#)

Curriculum

Register now for Term 1 and 2 Victorian Curriculum online professional learning sessions

The next series of online professional development sessions to support teachers implementing the Victorian Curriculum F–10 are now open for registration. These new sessions, which started on Tuesday 28 February, will build on the sessions offered during 2016 while still being accessible for all teachers, regardless of their prior engagement with the Victorian Curriculum.

This series of sessions will also feature new presenters from a variety of stakeholders, including speakers from Environment Victoria, and several specialised sessions with the On Demand software team.

Also included in the series is a one-off Monday afternoon session with Professor Bill Lucas, an international expert on creativity and education. Professor Lucas's presentation will draw on his ongoing work with the VCAA and schools in the area of Critical and Creative Thinking.

To view the full schedule of sessions and register to attend, please go to the Curriculum [F–10 professional learning webpage](#).

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. The VCAA has developed the notion of 'indicative progress' as a way to support teachers to tie together what is being taught, and how progress toward an achievement standard is described and demonstrated.

Developing Indicative Progress descriptions during the planning phase will assist teachers to explain the learning expectations to the students, and assess and report student achievement. Indicative Progress examples are being developed by the VCAA to illustrate for teachers and curriculum leaders possible progress scenarios linked to specific contexts, and these will be released during Term 1 or 2. The Indicative Progress templates are available on the specific curriculum area advice pages.

Assessment

Education State Targets: Measuring excellence in Critical and Creative Thinking (CCT) and the Arts

In 2016, the VCAA piloted assessments in CCT and the Arts with a sample of schools across the State to support the Education State Targets. These sample assessments will be conducted again in 2017 by the VCAA.

The timing of the 2017 assessment periods are as follows:

- CCT: Weeks 6–8, Term 2 (Monday 22 May to Friday 9 June 2017)
- The Arts: throughout Term 3 (Monday 17 July to Friday 22 September 2017)

Your school may be selected to participate in either the 2017 CCT or Arts sample assessments. If your school is selected, you will be notified by email at the end of Term 1 with additional details about the assessment program.

To assist with planning for this program, schools will be requested to complete a short survey focused on Arts disciplines that are currently offered at Year 6 and Year 10. Further information is available in [Notice to Schools 24/2017](#).

This is another exciting opportunity to be involved in the collection of statewide data in CCT and the Arts in Victoria. The participation of students from your school will play a significant role in the development of this important target.

NAPLAN Test Administration Website

The NAPLAN Helpdesk team wishes to thank schools for their cooperation in completing the tasks relating to the enrolment phase of the administration process. The NAPLAN Test Administration website is now closed and will reopen on Monday 18 April 2017 with student enrolment information for the test phase. During this phase, schools will be asked to complete tasks related to student participation in the tests. Instructions for using the website to complete the tasks during the test phase will be made available in Term 2.

Schools with queries related to any aspect of NAPLAN 2017 should contact the NAPLAN Helpdesk: 1800 648 637 or vcaa.naplan.help@edumail.vic.gov.au.

NAPLAN Equating Study

Each year the Australian Curriculum, Assessment and Reporting Authority (ACARA) undertakes an Equating Study to enable the results from the NAPLAN tests to be reported on the same scales from year to year. The NAPLAN Equating Study is a very important aspect of the NAPLAN testing program as it ensures consistency and fairness in the reporting of student results.

Participation in the Equating Study is a mandatory part of the NAPLAN program for schools that are selected to participate. The VCAA will contact schools shortly to notify them of their selection.

NAPLAN Online

Thank you to all schools that have confirmed their participation in the NAPLAN Online 2017 Pilot. The VCAA will provide 'refresher' training for NAPLAN coordinators from Tuesday 14 March to Tuesday 21 March 2017. This training, with the user guide will cover all that is required to successfully use the platform to administer the NAPLAN tests online.

Please note that the training will be three hours in duration (9am–12pm or 1pm–4pm) and the VCAA will provide a half-day CRT payment for up to two staff from each school. Principals should ensure that appropriate personnel [register online](#) for this training by Friday 3 March 2017.

On Demand Testing

Item Development Workshops Expression of Interest: Mathematics

The VCAA is seeking expressions of interest from current Mathematics F–10 teachers to participate in item development workshops.

These workshops will develop new content for the On Demand Testing program with reference to the new Victorian Curriculum F–10. Ideally, participants in the workshops will be familiar with the types of items presented in the VCAA On Demand Testing program and will be using the program with their students. Experience with the Mathematica software would be desirable, but is not a requirement for Mathematics participants.

The item development workshops will run from Tuesday 4 April until Friday 7 April 2017 at the VCAA Assessment Centre in Coburg. (Note: This is the first week of the school holiday period.) Full details are available on the [SSMS website](#).

Victorian Curriculum: Supporting Teacher Practice

This session will focus on the composition of On Demand Adaptive tests and coverage of the Victorian Curriculum, as well as how to use the tests and interpret students' results.

The VCAA has updated the On Demand Testing program to report against the Victorian Curriculum F–10. The latest version of the program (Build 98) was released to schools in February 2017. As part of this release there have been some changes to the composition of On Demand Tests and the reporting of students' test scores.

A professional development webinar is being scheduled for late March to provide teachers with information about the latest On Demand Tests and how to use On Demand reports. To register for the webinar, please visit the [On Demand Professional Development](#) webpages.

On Demand Contacts

To register your school for access to On Demand Testing and other queries, contact the On Demand Helpdesk: 1800 827 721 or vcaa.ondemand.support@edumail.vic.gov.au. Further information about On Demand Testing can be found on the [On Demand webpages](#).

See also [Administrative Advice](#) and [Professional Development](#)

Curriculum

2017 VCE study design wall chart

All schools will be sent a study design wall chart in Term 1, addressed to the school principal. 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 VCAA website from 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.

Consultation register reminder

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
- VCE Languages: Arabic, Chinese Second Language, Chinese Second Language Advanced, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish and Vietnamese Second Language.

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 School-based Assessment Audit

School-based Assessment Audit requirements for Unit 3 were released on Monday 27 February through VASS. The following screen in VASS is where schools can access the list of studies selected for audit at their school or VCE provider as well as the web link to access the audit questionnaires: School Program > VCE > School-based Assessment Audit. Please ensure the filter function is used to view Unit 3 studies only.

This stage of the School-based Assessment Audit involves the completion of a study-specific audit questionnaire detailing the planned approach to assessment for Unit 3. Teachers of the studies being audited are required to complete the audit questionnaire online by Monday 20 March 2017.

Further information on the School-based Assessment Audit can be found on the [VCE General Advice and Policy webpage](#), or by contacting Merry Young or Julia Quagliani, VCE Curriculum, VCAA: (03) 9032 1735 or school.assessment.vcaa@edumail.vic.gov.au.

School-assessed Coursework reports

VCE School-assessed Coursework (SAC) reports have been published for the following VCE studies: Chin Hakha, Computing: Informatics, Computing: Software development, English Language, Geography, Global Politics, Ancient History, Australian History, History: Revolutions, Further Mathematics, Mathematical Methods and Specialist Mathematics.

SAC reports are written following the Unit 3 and Unit 4 audit in the first year of implementation of a revised study design. The reports are based on findings from the coursework audit and VCAA statistical data, and cover themes, topics, key knowledge and skills, outcomes and assessment relevant to the revised studies.

The reports are published on [individual VCE study pages](#).

Assessment

Special Provision Review – 2017 focus

In 2017 the VCAA will focus on reviewing the Special Provision categories of Specific Learning Disorder and Significant Health Impairment, with specific consideration given to mental health conditions. Please refer to [Notice to Schools 10/2017](#).

2017 VCE English, English as an Additional Language (EAL) and Literature Unit 3 and 4 Text Survey

The VCAA surveys schools on an annual basis to obtain an indication of the number of students studying the VCE English, EAL and Literature prescribed texts for Unit 3 and 4. Please refer to [Notice to Schools 17/2017](#) for details.

Examination materials: New and revised studies

The new language studies of Vietnamese First Language and Karen will each be examined for the first time in 2017. The Vietnamese First Language 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. The Karen examination will conform to the published CCAFL examination specifications. Sample examination materials for these new studies will be available on their respective examination pages during Term 1, 2017.

Examination specifications for written examinations for the following revised VCE studies and VCE VET programs that commenced in 2017 are available on the relevant examination pages of the VCAA website: Algorithmics (HESS), Art, Biology, Business Management, Chemistry, Economics, English, English as an Additional Language (EAL), Environmental Science, Food Studies, Literature, 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.

Sample examination materials have been published for Biology, Chemistry, Economics, English (including assessment criteria and expected qualities), English as an Additional Language (including assessment criteria and expected qualities), Physics (note: Version 2) and VCE VET Community Services. Sample materials for other studies will be published during Term 1, as they become available for release.

Examination specifications and sample examination materials for the following VCE VET programs have been updated to reflect the new, but equivalent, units of competency: VCE VET Creative Digital Media (formerly VCE VET Interactive Digital Media), VCE VET Hospitality and VCE VET Laboratory Skills.

For VCE Music studies, the specifications and advice for the performance component and/or Externally Assessed Task (EAT) will be available during Term 1. Specifications for the [VCE VET Music Industry \(Performance\)](#) examination are available online.

Training for the conduct and administration of 2017 VCE external assessments

It is a VCAA requirement that all newly appointed chief supervisors attend training prior to starting their role. Training sessions will be held between Monday 1 May and Thursday 4 May 2017 at the VCAA Assessment Centre, Coburg. Closing date for registration is Friday 31 March. Please refer to [Notice to Schools 16/2017](#) for full details.

2017 GAT centres, appointment of supervisors and principal's agreement

VCE providers with students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence must meet the VCAA requirements for the conduct and administration of VCE external assessments as outlined in the 2017 *Agreement to conduct and administer VCE External Assessments* form. The form must be returned to the VCAA by Thursday 9 March. Please refer to [Notice to Schools 19/2017](#) for details.

2017 VCE assessor applications

The VCAA encourages teachers with experience teaching VCE Units 3 and 4 to consider applying to become a VCE assessor in 2017. Assessing VCE external assessments provides valuable professional development, interaction with colleagues and an opportunity to contribute to the VCE external assessment process.

Appointment as a VCE assessor is recognised by the Victorian Institute of Teaching (VIT) as approved professional development.

More information about becoming a VCE assessor is available on the [VCAA website](#) and [SSMS](#). Details about training dates for 2017 will be published in the April edition of the *VCAA Bulletin*.

Victorian Certificate of Applied Learning

See also [Administrative Advice](#), [Professional Development](#) and [Bulletin Board](#)

Quality Assurance requirements

Schools are reminded that VCAL sample assessment task templates must be submitted to their VCAL Quality Assurance (QA) region's [VCAL Liaison Teacher \(VLT\)](#) by Friday 24 March 2017.

VCAL QA is an important part of the delivery of the VCAL. It ensures that there is a common understanding and consistency among teachers regarding assessment judgments and the design of assessment tasks for the three VCAL levels.

VCAL coordinators and teachers are advised to participate in the QA process and attend QA meetings if required. The VCAA strongly recommends that the teacher responsible for completing the sample assessment task template attends the QA meetings.

A list of the VCAL units that must be submitted by providers is outlined in the [2017 Allocation of VCAL Strands to VCAA VCAL QA Regions](#).

Details about this year's VCAL QA can be found on the VCAL Quality Assurance 2017 webpages. For further information, contact the VCAL Unit, VCAA: (03) 9032 1725 or vcaa.vcal@edumail.vic.gov.au.

See also [Professional Development](#) and [Bulletin Board](#)

Changes to VCE VET programs for 2017

Teachers, VET coordinators and VASS administrators are reminded that the current version of each VCE VET program is contained in either a Program Summary or Program Booklet Extract on the relevant [VCE VET program page](#). It is important to check the *VCE VET Program Changes for 2017* document, which is also published on this webpage.

These programs are current as of the start of the school year and will not change throughout the year. It should also be noted that additional units of competency will not be included in VCE VET programs. If schools are advised of different units by their RTO, they should refer them to the relevant program publication.

VCE VET Hair and Beauty Program

A new version of the VCE VET Hair and Beauty Program Extract has been published on the [VCE VET Hair and Beauty](#) page. Teachers and trainers are advised that this version of the extract will replace the original extract published in January.

Scored Assessment Workshops 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, from Monday 6 March to Thursday 21 March 2017.

The workshops will be held on the following programs: Business, Community Services, Creative and Digital Media (CDM), Dance, Engineering, Equine Studies, Furnishing, Hospitality, Information, Digital Media and Technology (IDMT), Integrated Technologies, Laboratory Skills, Music Industry, and Sport and Recreation.

Further information is available on the [VET Professional Development webpage](#).

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](#) on the VCAA website. Updated Assessment Plans for 2017 are now available for all scored VCE VET programs on the program-specific webpages.

Examination materials: revised VCE VET programs

Examination specifications have been updated and sample materials have been prepared for a number of VCE VET programs. Please refer to the notice under VCE Assessment or the individual VCE VET program page and follow the links to Exams and Assessment Reports.

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 Units 3 and 4 level. This is a paid position and appointees are required to undertake a range of activities, including participating in VCAA professional development activities, assisting in VCE VET program reviews (if appropriate), providing feedback and advice to schools and RTOs, assisting in the preparation of published advice about 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](#).

VET enrolments on VASS and assessing schools

A new feature has been added to VASS to capture the assessing school name for VET Certificates. This is a requirement for all scored programs in 2017 as a consequence of changes in statistical moderation. It will also be of assistance to all schools delivering any VET certificate to be able to report on the location of the training.

Following the entry of the RTO in VASS, a prompt will ask schools to identify the assessing school, this may be the home school, the RTO or another provider and can be selected from the drop down list.

Further information about new reports associated from this function will be provided in future editions of the *VCAA Bulletin* and through the VASS forum.

Structured Workplace Learning (SWL) Pilot 2017

An email with further information and a link to a survey has been sent to all schools that expressed interest in the 2017 SWL Pilot. If you are interested in this pilot, have not previously expressed interest and wish to find out more information, or your details have changed, please contact the VET Unit: vet.vcaa@edumail.vic.gov.au.

Administrative Advice

VCE on a Northern Hemisphere timetable: Applications for authorisation to deliver

As previously advised, an alternative VCE timetable, operating from July to June, is available for a limited number of VCE studies. The Northern Hemisphere timetable (NHT) may provide options for schools in Victoria to create more flexible programs for VCE delivery.

The NHT need not replace the traditional calendar-year timetable. Schools may offer VCE studies on both timetables. Offering studies on both timetables may provide greater opportunities for students; for example, students may complete some studies on one timetable and some on the other.

All studies offered on the NHT are subject to the curriculum and assessment requirements that applied in the previous VCE calendar year.

The external assessment results of the NHT cohort will be subject to equating to ensure comparability with the results of the larger Victorian cohort assessed in the previous calendar year.

Schools wanting to offer the NHT to students in Victoria will be subject to an authorisation process. Access to VASS enrolments will only be available to authorised schools. Briefings and/or additional information will be provided for VCE and VASS coordinators prior to enrolment.

Application forms will be available from Tuesday 18 April 2017 for VCE providers intending to offer:

- classes in approved VCE Unit 1 and 2 studies on the NHT in 2017–18
- classes in approved VCE Unit 3–4 studies on the NHT in 2017–18 or 2018–19.

The deadline for authorisation of applications is Tuesday 23 May 2017. Briefings for VCE and VASS Coordinators will be held from Wednesday 26 April to Friday 28 April 2017. Details of the [VCE studies available on the NHT](#) are published on the VCAA website. Details of how to apply, and other requirements, are available from Barbara Elvin, Student Records and Results Unit: (03) 9032 1753 or elvin.barbara.g@edumail.vic.gov.au.

Administrative Advice

Student email address for 2017 results delivery

The VCAA conducted a successful pilot in 2016 of digital delivery of student results using student email addresses. From 2017, the VCAA will collect an email address for students to be primarily used for results delivery and associated processes. VCE and VCAL Student Personal Details forms must be submitted by Friday 31 March 2017. Please refer to [Notice to Schools 13/2017](#) for details.

VCE Results and ATAR release date for 2017

VCE Results and Australian Tertiary Admission Ranks (ATARs) will now be released to students at 7.00am on Friday 15 December 2017. Please refer to [Notice to Schools 9/2017](#) for full details.

Professional Development

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. See the VET section for details.

Analysing your school's VCE results

The VCAA invites you to attend a valuable professional development session on analysing your school's VCE results. These sessions, which will be held until the end of March 2017, 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](#).

Chunky Move professional development

Easter Dance Intensive

The Chunky Move Easter Intensive, open to all young people aged 14 to 25 years, is happening on Wednesday 5 April, Thursday 6 April and Thursday 7 April. Industry professionals will lead a series of classes, workshops and activities. Participants will learn about concepts of technique development, improvisation, choreography and get a rare insight into Chunky Move, Victoria's flagship contemporary dance company. Further details are available on the [Chunky Move website](#).

Workshops for Secondary School Dance and Drama Teachers

As part of Chunky Move's Easter Intensive for young people there will be a professional development workshop for secondary school dance and drama teachers on Thursday 6 April. Chunky Move teachers will lead two workshops in current contemporary practice methodologies, creating creative tasks that align with curriculum for VCE and VET, ideas for assisting students in their solos and ideas on inviting improvisation into the classroom. Further details are available on the [Chunky Move website](#).

ACHPER professional development

Details about the following opportunities organised by the Australian Council for Health and Physical Education and Recreation are available on the [ACHPER website](#).

2017 Secondary Health and Physical Education Conference

This event 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. The conference will be held on Monday 20 March 2017.

Physical Geelong Network Workshop 22 March 2017

Developed in association with the Western Regional Network, this innovative professional learning day will cover selected elements of the Primary Health and Physical Education curriculum. The workshops will be held on Wednesday 22 March 2017.

Fundamental Movement Skills and Game Sense for Primary Teachers

Fundamental movement skills (FMS) and game sense strategies and concepts form the basic building blocks of many games, sports and activities. Linked to the HPE curriculum this one-day workshop will guide primary school educators in teaching basic FMS and game play concepts and strategies. The workshop will be held on Friday 24 March 2017.

VCE Health and Human Development new study design workshops

ACHPER Victoria and Home Economics Victoria, in conjunction with VCAA, will be running 12 free workshops in March across the state to explain the new study design for VCE Health and Human Development. The workshops will be held in March.