That’s a wrap – Top Acts 2018

It may have been a dark and stormy night outside, but nothing could dampen the spirit of celebration and displays of artistry from some of Victoria’s most talented VCE and VCE VET performing arts students at Top Acts 2018. Held in the Elisabeth Murdoch Hall at the Melbourne Recital Centre on Friday 11 May, the evening event was a thoughtful selection of student work from across the 2017 VCE performing arts program, curated by the Artistic Director, Dan Mitchell.

VCAA Chief Executive Officer, Dr David Howes, welcomed the full house of family, friends, teachers and supporters as well as the young performers. Dr Howes acknowledged the high standards achieved by students across art forms and the countless hours of practice, hard work, dedication and skill that contributed to each of the acts.

Before handing over to the performers for the evening, Dr Howes also paid tribute to outgoing VCAA Performing Arts Curriculum Manager, Helen Champion. After 20 years at the VCAA, Helen Champion is leaving to take on the role of Curriculum Specialist for the Arts at the Australian Curriculum Assessment and Reporting Authority. A tireless champion of young people and the performing arts, Helen has had a significant impact on fostering student excellence across Victoria through the performing arts curriculum.

The program featured a broad range of musical styles, original works by students including choreographed dance, and dramatic monologues.

A virtuosic solo ‘cellist, Charlotte Miles (Balwyn High School), performed Paganini’s fiendishly difficult Variations on One String on a Theme of Rossini. Charlotte hopes to continue ‘cello studies in Europe after graduating from secondary school.

Combining electro-funk bass with hip-hop styled beats, Padua College students Ethan Taylor on synthesisers, Jack Mannock on electric bass and Savva Santoreneos on drum kit wowed the audience. The trio are completing VCE at Padua College, where they regularly take to the stage and record as their original band, “The Friday Nights”.

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Mollie Nelson-Williams (Victorian College of the Arts Secondary School) brought gravitas to the stage in an impressive and foreboding interpretation of *Phaedra* by Seneca. In this monologue, the Messenger explains to Theseus how his son Hippolytus was killed when Neptune, god of the sea, let loose a hideous monster.

In a contrasting set, duet ‘Sunrise Monarch’, composed of Rama Williams on vocals/guitar and Amy Wells on vocals/ukulele (Geelong High School), performed an original co-created work about modern life called *Traffic*.

Speaking at Top Acts, Artistic Director Dan Mitchell said, ‘This evening we celebrate persistence, proficiency, fearlessness, creativity and spirit. These young artists symbolise the significant role the performing arts play in the health of the community.’

Encompassing diverse musical styles from a range of cultural backgrounds, a Braybrook College band wrapped up the evening as an outstanding Top Act.

If you missed the other Season events, up until Sunday 15 July you can still see Top Arts at the Ian Potter Centre: NGV Australia, and Top Designs at the Melbourne Museum. For further details, see the VCE Season of Excellence webpage.

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**VCE Season of Excellence**

Budding filmmakers recognised at Top Screen awards

Top Screen 2018 broke previous attendance records, with more than 4100 people sampling short films from 2017 VCE Media students. The People’s Choice Award and Jury Prize were awarded to two outstanding films, recognising the talent and creativity of the young Victorian filmmakers who made them. Both of the prize-winning films were comedies, but of very different kinds.

The Top Screen People’s Choice Award is awarded to the film that has the highest number of audience votes across the Top Screen season, demonstrating a high level of audience engagement. This year’s winner, *The Unspoken Rule* by Con Coutis (Scotch College), is a silent film – with a twist. The crime comedy-drama was inspired by silent movie classics, such as the films of Buster Keaton and Charlie Chaplin, and continues to evolve the genre by parodying scenes from a number of more recent crime films and television shows to comedic effect.

The Top Screen Jury Prize recognises outstanding filmmaking talent based on a range of criteria, including originality, conceptual development, and the use of genre and style. The award winner was selected by a panel that included documentary director, Hollie Fifer; Australian Centre for the Moving Image (ACMI) film educator and writer, Garry Westmore; and the State Reviewer for VCE Media, Brett Lamb. It was a difficult decision for the panel, in light of the range and depth of filmmaking talent displayed by this year’s Top Screen films.

This year’s Jury Prize was secured by the 1990s partitioned-cubicle world of telephone salesman Brent in *The Sauce of My Success* by Darcy Cousins (Peninsula Grammar). Filmed with incredible attention to the detail of the characters’ dress and appearance, Darcy used a range of filmic techniques to capture intimate moments which, although potentially embarrassing for the characters, are charming and hilarious when viewed onscreen.

Winners were announced during a presentation at the final screening of Top Screen 2018 on Wednesday 9 May at ACMI. Both winners received certificates from the VCAA, Madman Entertainment online store vouchers and a prize pack from the unique art and product design store, Third Drawer Down.

Top Screen is part of the annual VCE Season of Excellence, which also includes the Top Arts (visual arts) exhibition at the National Gallery of Victoria, the Top Designs (technology and design) exhibition at Melbourne Museum, Top Class performances and the Top Acts concert.
VCE Season of Excellence 2018 feedback surveys

The VCAA would appreciate honest and constructive feedback from those who attended the VCE Season of Excellence, via surveys on Top Screen, Top Class and Top Designs 2018. Please refer to Notice to Schools 49/2018.

Plain English Speaking Award

Plain English Speaking Award gets underway as students have their say

With regional finals well underway in 22 locations across Victoria, there is growing competition to ‘Speak your mind’ as part of this year’s Plain English Speaking Award (PESA).

Each year, students aged 15–18 years from government, Catholic and independent schools are invited to speak to their peers from other schools on topics they are passionate about.

Young public speakers, often graduating from internal speaking competitions, have an opportunity to pit their skills, words and ideas against their peers and in front of experienced speakers and past champions.

‘Taking part in PESA is about being active in a broader community of individuals engaging with current issues. I have gained so much from my journey in public speaking, which started out with PESA. This time around, I want to show the same spirit of support and encouragement that I received to the next generation of public speakers’, said Luke Macaronas, former state and national PESA champion and winner of the 2017 International Public Speaking Competition in London, who is returning to adjudicate for PESA 2018.

Several other past PESA champions are being welcomed back to the program to help adjudicate this year, including Joshu Faye-Chauhan and Ellie Jamonts. Joshu, who now plans and delivers chess coaching workshops at primary schools around Victoria in between his university commitments, competed in the state final of PESA in 2015 with ‘Light milk, it’s heavier than you think’. Ellie, who was state and national PESA winner in 2011, has taken time out of a busy schedule that includes volunteering at SYN youth radio and the Australian Film Institute to encourage this year’s PESA participants.

Luke describes the community of public speakers around the world as an ‘incredible and outgoing family of thinkers’ and has made friends through public speaking around the world, even in non-English speaking countries such as Spain and Lebanon. Luke’s advice for PESA participants is not to shy away from the big political and ideological issues but to ‘deeply and critically reflect on how you might use your voice to make a difference about something that matters’.

The PESA 2018 semifinals will take place on Monday 25 June and Tuesday 26 June 2018. Audience members are encouraged to attend and show support for participants at the PESA 2018 state final, which will be held on Wednesday 25 July 2018 at Treasury Theatre, East Melbourne. For more information, see the PESA webpage.
Early Years

See also Administrative Advice, and Bulletin Board

Maths in the early years

This year’s Mathematical Association of Victoria – Primary Conference, to be held on Friday 22 June and Saturday 23 June 2018, features sessions about mathematical thinking and children in the early years. The conference focuses on ‘Critical and Creative Thinking in the Mathematics Classroom’, and sessions of particular interest to professionals who work in early childhood settings include:

- Learning progression for pre-school children and measuring early mathematics ability (presented by Dan Cloney, Jen Jackson and Ross Turner)
- Using tablets for deep mathematical learning in early childhood education (presented by Cathy Tan)
- Using spatial language and gesture in dance to promote early spatial thinking (presented by Parian Madanipour).

For further information, see the MAV website.

Foundation–10

See also Administrative Advice, and Bulletin Board

Curriculum

New Guide to Formative Assessment Rubrics now available

The VCAA has worked with Pam Robertson, Jason Pietzner and Narelle English, from the Assessment Research Centre, University of Melbourne, to develop a new Guide to Formative Assessment Rubrics. The guide supports excellence in teaching and learning.

Formative assessment is an integral part of the teaching and learning cycle. It enables teachers to identify what a student can currently do and plan the next steps to progress student learning. The guide provides advice about how to develop a formative assessment rubric. This process includes teachers explicitly describing what progress looks like and using this information to plan the teaching and learning program.

The guide has been published as an exposure draft for trialling and feedback. For more information, see the Formative assessment webpage.

English as an Additional Language consultation

A new English as an Additional Language (EAL) curriculum is due to be released in August 2018. To support the release of this new curriculum, the VCAA is seeking feedback from schools, stakeholder bodies and other organisations that have students with learning needs associated with EAL. The consultation closes on Friday 15 June 2018. Please refer to Notice to Schools 47/2018.
Activate Citizenship conference

The study of Civics and Citizenship is essential for students to develop knowledge and understanding of political and legal systems and is grounded in learning about the values of respect, civility, equity, justice and responsibility. The Victorian Curriculum F–10: Civics and Citizenship aims to ensure that students become active and informed citizens who understand, participate in and sustain Australia’s democracy.

On Monday 30 April, 88 teachers attended the Activate Citizenship conference held in collaboration between Social Education Victoria and the VCAA. The professional learning program included primary and secondary school workshops to provide support to teachers across all levels of the curriculum. It included three keynote speakers, who represented a range of perspectives about contemporary issues related to the law, democracy and civic engagement in Australia.

Australian barrister, Julian Burnside AO QC, spoke passionately about Aboriginal and Torres Strait Islander peoples and the importance of addressing both past and contemporary issues, with a focus on the legacy of dispossession. Other issues and challenges, such as the rights of refugees and climate change, were provided as examples that encourage students to explore, engage and debate in relation to civic participation and law reform in contemporary Australia.

Conference participants also heard from Dr Bella d’Abrera, Director, Foundations of Western Civilisation Program at the Institute of Public Affairs, who demonstrated the strong links between modern Australia’s political and legal institutions and their foundations in Western civilisation. Dr d’Abrera used a teaching resource that included a set of statements about Australian values and principles and our political and legal institutions. Participants debated their preconceived notions about the values that underpin the contrasting statements.

Former Chief Executive Officer of World Vision Australia, Reverend Tim Costello, presented on the challenges of global poverty. He discussed the universal importance of education irrespective of a student’s social and economic background and geographic location, and highlighted the importance of Civics and Citizenship education for our future leaders. Rev. Costello praised young people for their deep sense of social justice and their ability to question structures that may result in inequality in the world today.

Participants heard from a Year 5 student from Rosanna Primary School, who spoke about the importance of student voice and agency. Teachers were able to share their own learning and experience implementing teaching and learning programs based on the Civics and Citizenship curriculum. This included opportunities to share advice, expertise and resources that support the teaching of contemporary issues. Activities designed to engage students in active civic participation included enhancing student voice and agency through establishing representative councils or through mock-elections. The conference provided a balanced range of speakers and workshop topics and a breadth of quality resources to support the teaching of Civics and Citizenship.

For more information, see the Victorian Curriculum F–10 Civic Participation Resources webpage.

Assessment

Free online assessments for Languages

In collaboration with the Australian Council for Educational Research (ACER), the VCAA now provides a suite of free online language assessments to support teachers implementing Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish languages in the Victorian Curriculum F–10. The language assessments are an online bank of test items designed to:

- support teaching in these languages from Levels 5–6 onward
- provide a useful diagnostic tool of students’ listening and reading skills
- be available any time
- produce immediate results
- be available at no cost to all Victorian schools, including community schools.

For more information, see the Victorian Curriculum F–10 – Languages webpage.
NAPLAN – thank you to schools

The VCAA thanks schools for their cooperation and assistance with the administration of the NAPLAN 2018 tests. We would especially like to acknowledge the more than 100 Victorian schools in which the NAPLAN 2018 tests were successfully administered online. This is the first step in the transition toward online administration in all Australian schools.

NAPLAN security measures and audit visits to schools

During the NAPLAN test period, a number of VCAA-appointed test observers attended test sessions in schools across the state.

Schools were notified prior to the visits taking place. The main focus of these visits was to:

- observe the conduct and administration of the tests
- check security arrangements for the test materials at the school
- review relevant documentation, such as the Security Log
- receive feedback from schools about NAPLAN.

The VCAA takes this opportunity to thank those principals who kindly welcomed VCAA test observers into their schools to monitor the testing conditions and administrative procedures for NAPLAN 2018.

The VCAA reminds schools to ensure that all exemption and withdrawal forms are signed by parents. The forms must be kept at the school for at least 12 months and made available to the VCAA upon request.

NAPLAN Helpdesk

The VCAA operates a Helpdesk service to assist principals and NAPLAN coordinators with queries about NAPLAN. Schools can contact the NAPLAN Helpdesk on 1800 648 637 (free call) or vcaa.naplan.help@edumail.vic.gov.au.

Victorian Certificate of Education

See also Administrative Advice, and Bulletin Board

Curriculum

Text Nomination Survey for VCE English and English as an Additional Language, and Literature

Members of the public are invited to nominate texts for inclusion in the 2021 prescribed text lists for VCE English and English as an Additional Language, and Literature.

The Text Nomination Survey will open in the first half of Term 3 and will be announced in the July 2018 VCAA Bulletin and in a Notice to Schools.

For enquiries about the Text Nomination Survey, contact Jacqueline Moore, Curriculum Manager, English, on (03) 9032 1691 or moore.jacqueline.j@edumail.vic.gov.au.

Consultation for proposed study design for VCE Foundation English

The consultation period for the proposed study design for VCE Foundation English opened on Monday 4 June and will conclude on Monday 25 June 2018. Please refer to Notice to Schools 45/2018.
VCE Health and Human Development, Unit 4, Outcome 2 – clarification of content

There is a clarification of content for VCE Health and Human Development, Unit 4, Outcome 2. This clarification relates to the following points about the World Health Organization (WHO):

- key knowledge point – ‘priorities and work of the WHO’
- key skill point – ‘explain the priorities and the work of the WHO and discuss how the WHO priorities are reflected in different scenarios’.

The WHO’s Twelfth General Programme of Work is current for 2014–2019 and is accessible on the WHO website. Students undertaking VCE Health and Human Development in 2018 will be assessed on the leadership priorities outlined in this General Programme of Work.

For enquiries about the WHO priorities, contact Rachael Whittle, Curriculum Manager, Health and Physical Education, on (03) 9032 1721 or whittle.rachael.j@edumail.vic.gov.au.

VCE implementation briefings and Advice for teachers

Registrations for the implementation briefings for VCE Dance, Drama and Theatre Studies are now available on the relevant study design webpages.


The Advice for teachers documents (to support the study design implementation in 2019) are now available on the relevant study design webpages for Philosophy, Classical Studies, Extended Investigation, and Industry and Enterprise.

For enquiries about the implementation briefings or Advice for teachers, contact Robyn Douglass, Curriculum Program Manager, on (03) 9032 1720 or douglass.robyn.f@edumail.vic.gov.au.

Assessment

Examination timetable available online

The 2018 VCE examination timetable has been endorsed by the VCAA Board and is now available online. Please refer to Notice to Schools 41/2018.

Examination centre arrangements for 2018 VCE written examinations

VCE providers with students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence are required to confirm and/or establish examination centres for VCE written examinations by Friday 15 June. Please refer to Notice to Schools 46/2018.

VCE Chemistry Data Book

Teachers of VCE Chemistry should note that an amendment has been made to the structural formula for the lactose biomolecule on page 8 of the Data Book. This amendment clarifies that the formula in the Data Book relates to α-lactose.
2018 General Achievement Test observation visits

The 2018 General Achievement Test (GAT) is being held on Wednesday 13 June. Principals and other school personnel are reminded that VCAA-appointed senior project officers may visit their school to monitor the conduct and administration of the GAT to ensure schools are complying with all VCAA requirements. Please refer to Notice to Schools 40/2018.

General Achievement Test examination centre messages

Examination centre messages for the General Achievement Test (GAT) will be sent to schools via fax and email as well as through VASS. They will be sent on the day of the GAT, Wednesday 13 June, between 10.30am and 10.45am. Please refer to Notice to Schools 44/2018 and Notice to Schools 48/2018.

Sample examination materials for VCE Product Design and Technology

A sample examination for VCE Product Design and Technology has been published on the VCE Product Design and Technology examination webpage. Please refer to Notice to Schools 43/2018.

See also Administrative Advice, and Bulletin Board

VCAL Literacy and Numeracy Skills Units for implementation in 2019

Teachers are advised that the VCAL Literacy and Numeracy Curriculum Planning Guides listed below are for use from 2019. They are available for providers in preparation for use.

Additional resources will be added progressively as they become available.

For the accreditation period 2019–2022, the following have been published on the VCAA website:

- [VCAL Literacy and Numeracy Skills Strand Curriculum Planning Guide](https://www.vacca.edu.au/)
- [VCAL Literacy and Numeracy Skills Strand Curriculum Planning Guide – Literacy Skills Units](https://www.vacca.edu.au/)
- [VCAL Literacy and Numeracy Skills Strand Curriculum Planning Guide – Numeracy Skills Units](https://www.vacca.edu.au/)
VCE VET Engineering

The current VCE VET Engineering program is drawn from the 22209VIC Certificate II in Engineering Studies, which will expire on 30 June 2018. The replacement qualification is the 22470VIC Certificate II in Engineering Studies, which is not equivalent to the 22209VIC certificate. Details of the 22470VIC certificate are available on the Department of Education and Training VET accredited courses webpage.

Once the VCE VET Engineering program is approved by the VCAA Board, it will be published on the VCE VET webpage and schools will be notified through the VCAA Bulletin.

The revised VCE VET program will be available to schools from 1 July 2018. All new enrolments must transition to the 22470VIC Certificate II in Engineering Studies by 2019. Schools with first year students enrolled in the 22209VIC certificate will be requested to move the enrolments to the 22470VIC certificate. Further advice on the transition process will be provided in future editions of the VCAA Bulletin.

Schools should consult with their registered training organisation partners to ensure that the new qualification will be added to scope for delivery in 2018.

In order to assist with planning, Units 1 and 2 for the 22470VIC certificate are listed in the following table. For students undertaking Units 3 and 4 in 2018, there is no change to the current program.

### Units 1 and 2 for the 22470VIC Certificate II in Engineering Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of Occupational Health &amp; Safety in work environment</td>
<td>10</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td>20</td>
</tr>
<tr>
<td>VU22329</td>
<td>Report on a range of sectors in the manufacturing, engineering and related industries</td>
<td>30</td>
</tr>
<tr>
<td>VU22330</td>
<td>Select and interpret drawings and prepare three dimensional (3D) sketches and drawings</td>
<td>20</td>
</tr>
<tr>
<td>VU22331</td>
<td>Perform basic machining processes</td>
<td>40</td>
</tr>
<tr>
<td>VU22332</td>
<td>Apply basic fabrication techniques</td>
<td>40</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td>20</td>
</tr>
<tr>
<td>VU22339</td>
<td>Create engineering drawings using computer aided systems</td>
<td>60</td>
</tr>
<tr>
<td>VU22341</td>
<td>Apply basic computer networking concepts and practices</td>
<td>40</td>
</tr>
<tr>
<td>VU22335</td>
<td>Perform metal machining operations</td>
<td>60</td>
</tr>
<tr>
<td>VU22336</td>
<td>Perform metal fabrication operations</td>
<td>60</td>
</tr>
<tr>
<td>MEM30011A</td>
<td>Set up basic pneumatic circuits</td>
<td>40</td>
</tr>
<tr>
<td><strong>Minimum of two electives from below</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td></td>
</tr>
<tr>
<td>VU22339</td>
<td>Create engineering drawings using computer aided systems</td>
<td></td>
</tr>
<tr>
<td>VU22341</td>
<td>Apply basic computer networking concepts and practices</td>
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<tr>
<td>VU22335</td>
<td>Perform metal machining operations</td>
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<td></td>
</tr>
<tr>
<td>MEM30011A</td>
<td>Set up basic pneumatic circuits</td>
<td></td>
</tr>
</tbody>
</table>

**Minimum total:** 220

Structural workplace learning recognition workshops

The VCAA will be conducting workshops for schools interested in implementing structured workplace learning recognition. For information about the workshop dates and locations and to register, visit the VET professional development activities webpage.
Vocational Education and Training

New VET resource

Coming soon: an exciting new resource to help students, parents and teachers discover how VET can make a significant contribution to a student’s learning program ... and future! This will be in schools at the beginning of Term 3, so keep an eye out.

Administrative Advice

VCAL certification at midyear

Students who have completed the requirements for the VCAL by Friday 22 June have the opportunity to receive a VCAL certificate and Statement of Results in mid-July. Students who complete the VCAL midyear will not be eligible to complete the VCE in the same calendar year.

Actions required

Schools should follow the procedure below to identify students who are eligible for VCAL certification at midyear. Please disregard if students are not completing until the end of year.

1. Enter available unit results on VASS, including available VET units of competency, no later than Friday 22 June:
   - VCE unit results are entered from Results Admin > VCE Results Entry > Modify Unit Results
   - VCAL unit results are entered from Results Admin > VCAL Results Entry > by Class or Student
   - VET Units of Competence/Modules are entered from Results Admin > VET in Schools Results Entry > by Class or by Student Unit of Competence.

2. Run the VASS ‘Mid-Year Reporting’ function (Results Admin > VCAL Reports > Mid-Year Reporting) no later than Friday 22 June, and check that all students whom you expect to satisfy requirements at midyear have a status of ‘Pending’. Only those students listed as ‘Pending’ will receive a certificate and a Statement of Results in July. If there are students not on the list whom you expect to satisfy requirements at midyear, then check their entered results and amend where necessary. The VASS ‘Mid-Year Reporting’ function may be run as many times as necessary.

3. Once the report accurately lists the students the principal believes are eligible for certification, the report should be printed, endorsed and filed at the school. The VCAA may require submission of this document at a later time.

   Important note: The VASS ‘Mid-Year Reporting’ function is not available after 22 June.

   Schools only need to run the report if they are expecting students to satisfy requirements for VCAL at midyear.

   Schools will receive all VCAL certificates and Statements of Results by post (with signature on delivery) in the first week of Term 3. These may be distributed to students at any time.

   Note that students who receive a VCAL certificate at midyear will not receive another certificate (at the same level) in December. They may receive an updated Statement of Results, or a VCAL certificate at a higher level where they have qualified.

   Enquiries about VCAL certification at midyear should be directed to the Student Records and Results Unit on (03) 9032 1741 or student.records@edumail.vic.gov.au.

Last day for VCE Unit 3 School-assessed Task scores

Schools are reminded that the last day for VCE Unit 3 School-assessed Task scores for VCE Algorithmics (HESS), Art, Computing: Informatics, Computing: Software Development, Media, Product Design and Technology, Studio Arts and Visual Communication Design is Friday 15 June 2018. Please refer to Notice to Schools 50/2018.
Mathematical Association of Victoria – 2018 Primary Conference

The Mathematical Association of Victoria (MAV), in collaboration with the Melbourne Graduate School of Education’s Mathematics Education Group, is presenting a conference focusing on primary school mathematics education. The theme of the 2018 Primary Conference is ‘Critical and Creative Thinking in the Mathematics Classroom’ and it will be held on Friday 22 June and Saturday 23 June 2018 in Melbourne. For further information, see the [MAV website](#).

History Teachers’ Association of Victoria 2018 Annual Conference

The History Teachers’ Association of Victoria (HTAV) 2018 Annual Conference, themed ‘Connections Through History’, will feature an impressive range of workshops, lectures and practical seminars that will provide ideas for engaging classroom strategies, activities and pedagogy to help build on the learning outcomes of students. The conference is being held on Thursday 26 July to Friday 27 July 2018 in Melbourne. Registrations close on Thursday 19 July. For full details, please visit the [HTAV website](#).