Early Years resource is professional collaboration at its best

The Communication Practice Guide provides scenarios and learning activities to support engagement with key concepts of the Victorian Early Years Learning and Development Framework (VEYLDF), in particular the Learning and Development Outcome ‘Children are effective communicators’.

The guide is designed to help educators better understand the trajectory of communication skill development and highlight the importance of communication in enabling children to access and participate meaningfully in a diverse range of learning opportunities. It supports educators to understand that the observational data they hold about a young child’s communication skill development is meaningful and valuable assessment data.

Mary Gornik, Senior Advisor Education, Early Childhood and Projects, Speech Pathology Australia, spoke to the VCAA about the Communication Practice Guide.

The Communication Practice Guide is written for early childhood educators. How could speech pathologists use it in an early childhood setting?

Speech Pathology Australia has advised speech pathologists working in early childhood education in Victoria that the guide will help them to develop an understanding of the application of the VEYLDF Practice Principles. It would also be a dynamic resource to support educators to understand developmental expectations, the focus of observations and ways to engage families when there is an identified concern about a child.

The Communication Practice Guide is also a helpful reference following the speech pathology assessment of a child. The speech pathologist can refer the educator to a similar scenario, or read and discuss the scenario together to support a common understanding of the rationale for the chosen approach. Speech pathologists can also refer to the guide when writing the recommendations section of a child’s speech pathology report.

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What is the relevance of the Communication Practice Guide to educators of children from birth to eight years?

Speech Pathology Australia views the guide as a unique and engaging resource that will support educators of children from birth to eight years of age to identify children with communication difficulties as early as possible. The practice guide will also support educators to include and encourage families to seek speech pathology support in all the varied ways that this can occur, thereby providing every child with the best opportunity to reach their potential.

The Communication Practice Guide is a powerful example of professional collaboration at its best. The language used in the guide bridges educator and speech pathology professional groups. Educators and speech pathologists will be able to identify with the concepts and scenarios portrayed.

What resources does Speech Pathology Australia produce for schools and early childhood educators?

Speech Pathology Australia publishes a number of free resources for early childhood educators. Fact sheets on the following topics are published on the Speech Pathology Australia website: communication milestones (birth to five years), stuttering, helping babies to talk, the sound of speech from birth to three years, preschool and school-aged children, autism spectrum disorder and literacy. For speech pathologists working in schools, there is also an online Speech Pathology in Schools resource, and a position statement for the general public Speech Pathology Services in Schools.

In April 2019 Speech Pathology Australia will launch a whole-school approach video resource, which showcases the positive impact of a collaborative relationship between educators and speech pathologists. It includes examples from government schools in Melbourne, Brisbane, Perth and Adelaide. Later in the year, Speech Pathology Australia will publish its Speech Pathology in Early Childhood and Care resource for speech pathologists.

Additional information

Download the Communication Practice Guide or contact the VCAA Early Years unit to order a printed copy: veyldf@edumail.vic.gov.au. Visit Speech Pathology Australia for its free online resources.
Plain English Speaking Award

2019 registrations are open

The Plain English Speaking Award celebrates excellence in public speaking by students aged 15–18 years on a wide range of student-directed topics, and is a highly valuable opportunity for young people to speak on issues they feel passionate about. Teachers can register students to participate via the online entry form. Refer to Notice to Schools 20/2019.

Margaret Schofield Memorial Scholarships

Scholarships for Performance announced

In 2019, for the first time in the scholarship's history, there are five winners of the Margaret Schofield Memorial Scholarship for Performance. The successful applicants received their awards at the VCAA Top Class Music concerts on Tuesday 19 March 2019 at the Melbourne Recital Centre, as part of the annual VCE Season of Excellence.

Chi-Ting (Candice) Yang performed the joyous Tambourin Chinois by Fritz Kreisler before the sold-out crowd. A violinist since the age of three, Candice said that receiving the $5,000 scholarship will provide the luxury of rehearsal time.

'It will help me to have more time to practice, to have rehearsals with orchestras and chamber music,' she said. ‘It’s definitely a personal achievement, as well as representing my school.’

Accompanied on stage by Julie Haskell on piano, self-taught bassoonist Louis Georgiou performed the lyrical Romance for Bassoon by composer Edward Elgar (who also taught himself the bassoon as a teenager). Louis said that the scholarship will help him to flourish during his Bachelor of Music at The University of Melbourne.

‘As a bassoonist, it’s a very specialised instrument and it needs a lot of upkeep. So it has sort of taken the burden off that and allows me to play.’

Also self-taught, pianist Noah Meletis performed Armando’s Rhumba by renowned composer Chick Corea. He marvelled at his personal journey from the Music Department at Werribee Secondary College to winning a scholarship and playing at the Recital Centre.

‘To get this award, this honour, is such a humbling experience for me,’ Noah said. ‘Seeing everyone come together for music, it’s what it’s all about.’

Cellist Charlotte Miles has been selected for the Australian National Academy of Music Professional Performance Program. She performed the virtuosic Danse Macabre Op. 40 by Camille Saint-Saëns.

Charlotte said that the scholarship will help to further her career on the international stage. ‘I’m touring with the Australian Youth Orchestra from July to August. We’re going to Europe, China and Sydney, so the scholarship will enable this opportunity,’ she said.

The fifth recipient, jazz pianist and saxophonist John Bennett, was in South Australia and could not attend. He is currently studying at James Morrison Academy, Mount Gambier, in order to continue his performance career.

The scholarship was established by the family of the late Margaret Schofield in recognition of her outstanding achievements as a musician and her lifelong commitment to music education. Coordinated by the VCAA, the scholarship is available to government school students who achieve high study scores in VCE Music Style and Composition, VCE Music Investigation, VCE Music Performance and/or VCE VET Music, and who demonstrate commitment to pursuing a career in music performance.

Margaret Arnold, VCAA Performing Arts Curriculum Manager, hosted several Top Class Music concerts and also helped to select the scholarship winners. ‘It’s quite a privilege to meet the students who apply for a scholarship and to interview them with the selection panel, along with a member of the Margaret Schofield Memorial Trust,’ she said.

The winner of the Margaret Schofield Memorial Scholarship for Composition, Nathan Zammit, was announced at the Top Class Sound concert on Friday 1 March 2019.
VCE Season of Excellence

Top Arts and Top Designs 2019 launched

Top Arts 2019 was launched at the Ian Potter Centre: NGV Australia, Fed Square, on Thursday 21 March 2019. Celebrating its 25th anniversary at the NGV, Top Arts is an annual showcase of Victoria’s most exciting emerging young artists who have excelled in VCE Art and Studio Arts.

The works of 46 VCE students from across metropolitan Melbourne and regional Victoria were drawn from more than 2200 submissions. The diverse selection of art curated for the exhibition covers a myriad of topics, including gender identity, climate change and consumerism, and the immersive experience of sporting arenas. This year, portraiture is a popular genre, along with photography and sculpture.

Since its first showing in 1995, an estimated 1200 VCE students have had their work displayed in Top Arts and over a million people have visited the annual exhibition.

Last month also saw the launch of Top Designs on Friday 29 March 2019 at the Melbourne Museum, Carlton.

Top Designs showcases the work of the highest-achieving students from across Victoria who completed VCE Media, Product Design and Technology, Theatre Studies, Systems Engineering and Visual Communication Design, and VCE VET Creative and Digital Media.

This year, 88 works by 85 students were selected from 1153 submissions. Chris Wardlaw, Chair of the VCAA, said, ‘Year after year I am impressed by the capabilities of our VCE and VET students selected for Top Designs. They have demonstrated through their work an understanding of sophisticated problem-solving techniques and applied them to real-world solutions.

Congratulations to all the students who are taking part in this inspiring exhibition showcasing Victoria’s emerging young designers, being held again this year at the iconic Melbourne Museum.’

Top Arts and Top Designs also provide an opportunity for current VCE students and the wider community to view development materials that give insight into student ideas and working practices.

Top Arts and Top Designs both run until Sunday 14 July 2019. They are part of the VCE Season of Excellence, which includes Top Talks, Top Class, Top Screen and Top Acts.
Curriculum

New Intercultural Capability resources

A number of new resources are available to support the teaching and learning of the Victorian Curriculum F–10: Intercultural Capability.

The new resources include additional units of work, with annotated work samples and formative assessment rubrics. These were developed in collaboration with primary and secondary teachers from government, Catholic and independent schools, as part of the Intercultural Capability Project in 2018. VCAA thanks the participating schools for their involvement.

The new resources can be found on the What is Intercultural Capability? webpage.

English as an Additional Language F–10 Curriculum update

A revised full consultation draft of the new English as an Additional Language (EAL) F–10 Curriculum is now available on the VCAA website. The new EAL curriculum is intended to be used by all teachers with EAL students in their classrooms, from Prep to Year 10. There are also new resources to support the teaching of EAL learners across all curriculum areas, including a diagnostic assessment tool and guidance on how to determine the most appropriate pathway for each EAL learner.

The curriculum and supporting resources are available for schools and teachers to review and provide feedback. Schools can also choose to trial the implementation of the new curriculum.

Feedback can be submitted via the VCAA website between Tuesday 23 April 2019 and Thursday 29 August 2019.

A final version of the EAL curriculum will be published in December 2019, with full implementation of the curriculum expected to commence in Term 1 in 2020.

Other resources to help implement the Victorian Curriculum F–10

The following free teacher resources have been published during Term 1:

- English – Writing Work Sample, Levels 9 and 10
- STEM – Three Little Pigs Design Challenge, Unit of Work, Levels F–2
- Home Economics – Food and you, Unit of Work, Foundation.

To find out when new resources become available, read the VCAA Bulletin or sign up for the F–10 Curriculum Update. For previously published resources, go to the Curriculum Area Advice webpage.
Assessment

NAPLAN Helpdesk

The VCAA operates a Helpdesk service to assist principals and NAPLAN coordinators with queries related to all aspects of NAPLAN 2019. Schools should contact the Helpdesk if they require assistance: 1800 648 637 (freecall) or vcaa.naplan.help@edumail.vic.gov.au.

Student participation

With regard to student participation, the National Protocols for Test Administration state that NAPLAN:

- is a national assessment and all students are expected to participate
- should be accessible to all students to demonstrate their actual skills and knowledge.

It is very important that eligible Year 3, 5, 7 and 9 students are given the opportunity to participate in the tests and that the program is actively promoted in school communities.

Detailed information regarding allowable disability adjustments and student eligibility is provided in Part A of the NAPLAN 2019 Handbook for Principals. Principals should ensure that parents of students who require disability adjustments are informed about, and have agreed to, the nature of the adjustments provided.

Principals are also reminded that final decisions regarding student exemption or withdrawal from NAPLAN rest with parents and carers. Under no circumstances should a student be exempted or withdrawn from NAPLAN without parental consent and signed approval.

For schools conducting NAPLAN Online in 2019, student exemptions and withdrawals must be processed before the start of the NAPLAN Online test period (Tuesday 14 to Friday 24 May 2019). Exempt and withdrawn students will not be able to access NAPLAN Online tests.

Fully signed Records of Exemption and Student Withdrawal forms, and records of parental consent for disability adjustments, must be kept at the school for at least 12 months and made available to the VCAA upon request.

Catch-up tests for individual students who are absent on test days

Principals are requested to facilitate catch-up tests for individual students who are absent on the day of one or more scheduled test sessions.

For schools conducting NAPLAN on paper, arrangements should be made for students who are absent on one or more test days but who return to school on or before the Friday of test week to sit catch-up tests. Students can sit catch-up tests after the scheduled test times on the Tuesday afternoon, Wednesday, Thursday or Friday of test week. Students who are absent on all test days should not be expected to complete all tests on Friday 17 May 2019 and should be marked as absent for the tests they were unable to complete.

For schools conducting NAPLAN Online, catch-up tests can be scheduled due to absence or test disruption. Advice on catch-up tests for individual students can be found in the Handbook for Principals: NAPLAN Online 2019 or the NAPLAN Coordinator Guide: NAPLAN Online 2019.
The NAPLAN Test Administration website

From Tuesday 23 April 2019, the NAPLAN Test Administration website will be updated with student enrolment information and released to schools to complete the following tasks related to student participation:

- produce personalised exemption and withdrawal forms
- request the use of a scribe and/or assistive technology
- add details of new students
- print student attendance forms (for paper test only).

Schools that record attendance on printed forms will need to transfer the attendance details to the website after the tests.

All test information needs to be accurately recorded on the website as soon as possible after the tests are conducted. The prompt completion of this confirmation process is integral in ensuring that NAPLAN results can be processed as quickly as possible.

A detailed instruction guide for NAPLAN coordinators can be accessed via the ‘Help’ function on the website.

NAPLAN Online test session preparation

Schools conducting NAPLAN Online in 2019 are required to complete a variety of pre-test activities. Refer to the NAPLAN Online Test Administration Handbook for Teachers 2019 and the NAPLAN Coordinators Guide 2019 for a pre-test activity checklist to assist with test administration preparations.

Delivery of the NAPLAN 2019 test packages

Schools sitting NAPLAN on paper

Delivery of the NAPLAN 2019 test packages to schools will begin on Tuesday 30 April 2019 for all schools conducting NAPLAN. Staff who have been authorised by the principal to take delivery of the tests should be briefed about the pending arrival of the test packages and sign for them on arrival. If test packages have not been received by Tuesday 7 May 2019, contact the NAPLAN Helpdesk immediately.

Test packages will include test books for all NAPLAN tests, Reading magazines, Writing stimulus materials and copies of the Test Administration Handbook. The package will also include information pamphlets (which should be distributed to parents before the commencement of the NAPLAN tests), a Test Materials Security log and a packing slip.

Secure test materials will be packed separately in tamper evident bags in the test package and schools should document the receipt, tracking, storage, distribution and collection of the test materials in the Test Materials Security log. The packing slip should be used to check that the correct quantity of materials has been provided. If insufficient quantities of materials are delivered, the principal or NAPLAN coordinator should immediately request extra NAPLAN test material via the Test Administration website.

Submit requests for extra NAPLAN test materials to the VCAA by Wednesday 8 May 2019.

Schools may retain any unused test books that do not have pre-printed student details on the front cover. All used and unused test books with student details printed on the front cover must be returned to the VCAA.

Schools sitting NAPLAN Online

In 2019 test packages will be delivered to all NAPLAN Online schools as a contingency measure. Some schools may also receive a Year 3 Writing test package and alternative test format materials. Delivery of the NAPLAN test packages will begin on Tuesday 30 April 2019. NAPLAN coordinators should brief authorised staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier. The contingency test package must not be opened unless advised by the VCAA. Contingency packs will be collected by courier from Monday 3 June 2019.
Genre for the NAPLAN 2019 Writing test

Schools are reminded that Year 3 and 5 students will receive a different topic from Year 7 and 9 students for the NAPLAN 2019 Writing test. This decision was made to ensure both maximum engagement and fairness for all students.

The genre for the NAPLAN 2019 Writing test will be either narrative or persuasive writing, and it will be the same one for all year levels. The genre for the Writing test will not be disclosed before the test period and students will not be able to choose the genre in which they write their response.

The National Assessment Program website includes further details about the Writing test and relevant FAQs.

NAPLAN test observation visits

Each year, in order to ensure the standard administration of the NAPLAN tests, the VCAA conducts a series of test observation visits to selected schools throughout Victoria.

NAPLAN test observers visit schools on one or more days during the testing period to observe the conduct of the tests and to provide advice and assistance to schools to ensure compliance with all test administration requirements.

NAPLAN test observers do not participate in the administration of the tests and later complete a written report for the VCAA.

Feedback from principals and NAPLAN test observers in the past has been very positive and the VCAA thanks schools in advance for their cooperation in this activity.

Curriculum

School-assessed Task moderation sessions for VCE Art, Studio Arts, Media, and Visual Communication Design

The VCAA is holding moderation sessions for VCE Art, Studio Arts, Media, and Visual Communication Design. The sessions will provide teachers with the opportunity to bring a range of student folio work and discuss the assessment criteria for the School-assessed Task for Unit 3. The sessions will be run by the VCAA Curriculum Manager, Visual Arts and Media.

Sessions are restricted in numbers and new teachers of the above studies are encouraged to apply.

The following sessions will run from 1–4pm:

- Tuesday 21 May 2019 – Melbourne Girls Grammar, South Yarra (Art, Studio Arts and Visual Communication Design)
- Friday 24 May 2019 – Bendigo, Catherine McAuley College, St Mary’s campus
- Monday 27 May 2019 – Kew High School
- Tuesday 28 May 2019 – Melbourne Girls Grammar, South Yarra (Art, Studio Arts and Visual Communication Design)
- Monday 3 June 2019 – Lauriston Girls’ School (Visual Communication Design and Media)
- Tuesday 4 June 2019 – Lauriston Girls’ School (Studio Arts) and Haileybury, Keysborough
- Wednesday 5 June 2019 – Beaconhills Christian College, Pakenham
- Thursday 6 June 2019 – Christian College Geelong, Waurn Ponds (Art, Studio Arts and Visual Communication Design)

There will also be an all-day session (9.30am–3pm) at Horsham College on Wednesday 22 May 2019.

Register online. For further information, contact Kathryn Hendy-Ekers, Curriculum Manager, Visual Arts and Media: hendy-ekers.kathryn.l@edumail.vic.gov.au.
2019 VCE School-based Assessment Audit

Schools were notified of the studies selected for the Unit 3 School-based Assessment Audit on Monday 25 February 2019. The first stage of the audit involved schools responding to a study-specific audit questionnaire. Submissions to the audit were due by Monday 18 March 2019.

Schools will be notified of the outcome of their Unit 3 School-based Assessment Audit on Monday 6 May 2019. The outcomes of the audit will be available on the following screen in VASS:

School Program > VCE > School-based Assessment Audit.

In addition, schools will be provided with an audit report on each audited study. The audit report will contain the outcome of the audit and feedback on the audit submission. The audit report can be downloaded from VASS Downloads by searching the word ‘audit’.

The remaining key dates for the 2019 School-based Assessment Audit are:

- Monday 6 May – outcome of Unit 3 audit questionnaire delivered
- Monday 27 May – Unit 3 further evidence due, if applicable
- Monday 15 July – outcome of Unit 3 further evidence delivered
- Monday 15 July – notification of studies being audited in Unit 4
- Monday 5 August – Unit 4 audit questionnaire responses due
- Monday 9 September – outcome of Unit 4 audit questionnaire delivered
- Monday 20 September – Unit 4 further evidence due, if applicable
- Monday 28 September – outcome of Unit 4 further evidence delivered.

Further information on the School-based Assessment Audit can be found on the VCE General Advice and Policy webpage or by contacting Merry Young, Program Manager: (03) 9032 1735 or school.assessment.vca@edumail.vic.gov.au.

VCE Mathematics review

Feedback is sought on proposed curriculum structures as part of the VCE Mathematics review.

Refer to Notice to Schools 21/2019.

Expressions of interest for VCE Mathematics study review panels 2019

The VCAA invites expressions of interest from suitably qualified people to participate in the curriculum review process for revised study designs for VCE Mathematics.

Applications must be lodged by Friday 3 May 2019 through the Sessional Staff Management System.

Refer to Notice to Schools 23/2019.
School-based Assessment Reports now available

The School-based Assessment reports for the following studies have now been uploaded to the relevant VCE study webpages:

- Australian Politics
- Chinese Language, Culture and Society
- Global Politics
- Health and Human Development
- Legal Studies
- Media
- Outdoor and Environmental Studies
- Physical Education
- Product Design and Technology
- Sociology
- Visual Communication Design.

Refer to Notice to Schools 22/2019.

Assessment

VCE Drama and Theatre Studies performance examinations

The prescribed structures and other information for the 2019 Drama Solo Performance examination, and the monologues and other information related to the 2019 Theatre Studies Monologue examination, are now available. Teachers and students should refer to the information provided on the Drama and Theatre Studies examination webpages.

For curriculum enquiries or to request a PDF of the Theatre Studies Stagecraft monologues, email Margaret Arnold, Curriculum Manager, Performing Arts: arnold.margaret.j@edumail.vic.gov.au.

For enquiries about examination matters, such as venues, email Glenn Martin, Project Manager, VCE Assessment: martin.glenn.w1@edumail.vic.gov.au.

VCE performance examinations – audiovisual recording arrangements

Following the successful implementation of audiovisual recording across a range of performance examinations in 2017 and 2018, this program will be expanded in 2019 to include all performance examinations.

Refer to Notice to Schools 19/2019.

General Achievement Test and VCE written examination timetable

The General Achievement Test (GAT) will be held 10am–1.15pm Wednesday 12 June 2019.

A GAT information brochure will be sent to schools in May. Schools should ensure the brochure is distributed to all students sitting the GAT and that they are briefed about its contents before the date of the GAT.

The 2019 VCE written examination timetable will be published on the VCAA website in May.
Assessor applications and training meetings

Applications to be an assessor for 2019 VCE external assessments and the GAT are currently open on the Sessional Staff Management System (SSMS) website.

Suitably qualified people, including practicing teachers, who would like to become VCE assessors are strongly encouraged to consider this excellent professional development opportunity.

The closing dates for submitting applications are available on the VCE Assessors – Information and Training webpage.

The VCAA will notify principals of offers of appointments, including the dates of assessor training meetings and the availability of casual relief teacher (CRT) payments for staff release, where appropriate.

The VCAA acknowledges the commitment required by school-based staff to participate in the VCE external assessment program. School-based staff undertaking assessor activities in school hours are requested to ensure that their release has been approved by their principal. In this circumstance, a CRT payment will be paid to their home school, to cover their absence. Assessors who do not require release from school duties will be paid to attend a training meeting.

Teachers should be aware that the VCAA may need to contact their school for administrative or auditing purposes. For more information, contact Assessment Services: (03) 9225 2302 or assessment.administration.vcaa@edumail.vic.gov.au.

General Achievement Test

Only those people who have been appointed by the VCAA to be assessors or emergency assessors for the GAT in 2019 can attend assessor training meetings. Appointed assessors will receive all necessary details with their appointment advice. Appointed assessors will be required to attend one of two training meetings for the GAT. For further information, go to the VCE Assessors – Information and Training webpage.

VCE Performance and Languages oral examinations and Extended Investigation oral presentations

Assessors for 2019 VCE Performance and Languages oral examinations and Extended Investigation oral presentations are required to attend the relevant assessor training meeting. Assessors are reminded that attendance at the training meetings is mandatory. Appointed assessors will receive all necessary details with their appointment advice. Training meetings for the VCE studies with a performance examination are available on the VCE Assessors – Information and Training webpage.
Structured Workplace Learning Recognition workshop

Structured Workplace Learning Recognition (SWLR) provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace with nationally recognised VET undertaken as part of either the VCE or the VCAL.

The resources required to set up a SWLR program for VET students in your school are available on the SWLR webpage.

Schools are invited to attend a dedicated workshop to understand the assessment and administrative requirements, including VASS enrolment and resulting.

The workshop will be held at the State Netball and Hockey Centre, Brens Drive, Parkville, on Tuesday 14 May 2019.

Further information and a link to the registration page is available on the VET Professional Development webpage.

For further information, email the VET Unit: vet.vcaa@edumail.vic.gov.au.

Revised VASS certificate types: Transition advice for School-based Apprenticeships and Traineeships

Students who commence a School-based Apprenticeship and Traineeship (SBAT) in 2019 need to be enrolled in the VE2 certificate type on VASS.

Students who commenced an apprenticeship or traineeship in 2018 or earlier and were enrolled in a VFE certificate type on VASS (with the Apprenticeship/Traineeship flag ticked), and are continuing their SBAT this year, should be enrolled in the VE3 – 2018 version of the certificate on VASS.

Students who commenced an apprenticeship or traineeship in 2018 or earlier and were enrolled in a NAP certificate type on VASS, and are continuing their SBAT this year, must continue their enrolment on VASS in a VE2 certificate type.

Schools needing access to a VE2 apprenticeship or traineeship are required to send a copy of the training plan to the VET unit: vet.vcaa@edumail.vic.gov.au.

VCE VET Equine Studies

Certificate III Equine Studies is in the process of being accredited by the Victorian Registration and Qualifications Authority. The Primary Industries Curriculum Maintenance Manager (PICMM) has collated responses from Steering Committee members and made the required amendments.

The current course – 22246VIC Certificate II in Equine Studies – has a new accreditation expiry date of Tuesday 31 December 2019 and no new students may be enrolled after this date. Continuing students may complete their studies and receive the qualification for successful completion according to the transition arrangements specified by the relevant VET regulator.

Coursework Audit 2018

Results and feedback from 2018 VCE VET Coursework Audit will be sent to principals or managers of the Assessing Group in April 2019. Teachers of VCE VET programs are requested to ensure that they receive the outcome of the audit from their principal. If training and assessment is conducted externally within a cluster or at a registered training organisation, schools and assessing groups are reminded to forward the audit results to these trainers and assessors.

If audit results are satisfactory, no further action is required by schools and assessing groups.

Where a school or assessing group does not meet the VCAA assessment requirements, improvement in task design is required, and teachers and trainers should contact the VET Unit: vet.vcaa@edumail.vic.gov.au.

The school will be re-audited for the same program in the 2019.

Notification of audits in 2019 will be made in late August.
State reviewer vacancies

Applications are invited for the vacant VCE VET state reviewer positions for:

- Integrated Technologies
- Information Digital Media and Technology.

Teachers of the programs at Units 3 and 4 levels are encouraged to apply for the positions. State reviewers are required to undertake a range of activities, including:

- participating in VCAA professional development activities
- assisting in VCE VET program reviews
- providing feedback and advice to schools and registered training organisations
- assisting in the preparation of published advice regarding scored assessment
- conducting coursework audits
- preparing feedback as a result of the coursework audits.

For more information and details of how to apply, email the VET unit: vet.vcaa@edumail.vic.gov.au.

Get VET

The VCAA has a number of Get VET resources for schools.

The Get VET Resources webpage provides 12 downloadable and printable A3 posters that can be displayed in schools or included in presentations for staff, students and parents/guardians. Each poster focuses on a different aspect of VET in the VCE and VCAL, including ATAR contribution, myths versus facts, outcomes and pathways. At the bottom of the webpage are Get VET pull-up banner designs that schools can display at events and information sessions. To request the print files, email the VET unit: vet.vcaa@edumail.vic.gov.au.

The VET Success Stories webpage features the experiences and pathways of 10 students, such as for VET Electrical Industry student, Emily. Each success story has a downloadable and printable A3 poster for display and presentations.

Extension of implementation date for trainer and assessor credentials requirements

The requirements for trainers and assessors, as set out in the Standards for Registered Training Organisations (RTOs) 2015, were due to take effect on Monday 1 April 2019, bringing the requirements in line with 2016 changes to the Training and Education Training Package. The introduction of these requirements has been extended by three months, to Monday 1 July 2019, enabling trainers and assessors to continue to train while they complete gap training.

For more information about the extension, go to the Trainer and Assessor Credential Requirements webpage of the Australian Department of Education and Training website.
Get involved in the 2019 Victorian Students’ Parliamentary Program

Expressions of interest are now open for secondary schools to host local conventions as part of the 2019 Victorian Students’ Parliamentary Program. The program helps students engage in the democratic process through a series of local and state parliamentary conventions.

To apply to be a host school for the local conventions, and for more information, go to the Local Constitutional Conventions webpage. Expressions of interest close on Monday 15 April 2019.

For more information, contact David Mould at Second Strike: (03) 9071 1813 or david.mould@second-strike.com.

Calling all teachers

In conjunction with the ACMI exhibition Code Breakers: Women in Games at the East Gippsland Art Gallery, ACMI is offering primary and secondary school teachers the chance to be a founding participant in the new videogame-centred education project called Game Lessons.

Game Lessons is designed to support teachers to create, access and share well-designed lesson plans for impactful and meaningful learning experiences using videogames. Game Lessons provides expert support, resources and professional learning networks, and fosters a cross-disciplinary learning community.

The next session will be held between 9.30am and 2.30pm on Wednesday 1 May 2019 at the Federation Training Room 201A, 48 Main Street, Bairnsdale. Bring your own device. Funding is available towards casual relief teacher costs. To register or for more information, contact Vincent Trundle, Digital Education Producer, ACMI: vincent.trundle@acmi.net.au or (03) 8663 2441.

Road to Zero

Road to Zero is a world-first road safety education complex, developed by the TAC in partnership with Melbourne Museum. It aims to reduce road trauma in pre-learner drivers by building knowledge and awareness that will empower young road users to make safer decisions.

The program is designed for Year 9 and 10 students, and VCAL students. It can also cater to students participating in wellbeing or city camp programs. An education visit to Road to Zero is comprised of two experiences: an immersive and exploratory exhibition showcasing the latest in multi-sensory interactive technologies, and curriculum-linked programs in the purpose-built Learning Studio. To book a class excursion to Road to Zero, contact the Melbourne Museum school bookings line: (03) 8341 7767.