

VCAA Bulletin

Official publication for Early Years, F–10, VCE, VCAL and VET

No. 48 | May 2019 | ISSN 1448-2371



Celebrating VCAL excellence

The Victorian Certificate of Applied Learning (VCAL) Achievement Awards were held at Deakin Edge, Federation Square on Monday 29 April 2019. The awards celebrate the outstanding achievements of students who completed a VCAL qualification in 2018, as well as VCAL teachers and community partners for their contributions to the success of VCAL programs.

Deputy Premier and Minister for Education, James Merlino, said that VCAL ‘provides innovative ways to encourage the spark in young people to achieve their goals and dreams’. He acknowledged that providing students with a world-class, innovative education was a team effort and thanked parents, carers, mentors and teachers.

Dr David Howes, Chief Executive Officer, VCAA, noted that there was an extraordinary diversity of projects with the common theme of excellence in leadership and community engagement.

The VCAL Achievement Award student winners included Lachlan Essing, Eastern Ranges School, for his Youth Homelessness Project where he helped organise a city experience camp to increase awareness of homelessness; Rebekah Lear, Goroke P–12 College, who organised an event to raise awareness in her local community about mental health and the support available to farmers; and Hamid Arjomandi Lari, Georgia Hewitt and Stephanie Whitty, Doncaster Secondary College, for their Personal Development Skills team project that raised funds for New South Wales farmers who have been affected by severe drought.

Ashlee Fisher from Cranbourne East Secondary College spoke on behalf of the student award recipients. She gave an insight into her journey through high school, where she started with insecurities and doubts, but after enrolling in VCAL gained confidence through her involvement in a number of different projects. She was the first VCAL student in her school to become Vice-Captain, and received multiple awards, including the prestigious Caltex Best All Rounder Award, recognising her academic success. Ashlee thanked her teachers and family for their support and encouragement. ‘This is one of the first times I have been proud of myself,’ she said.

Melanie Brooks from Lakeview Senior College was awarded VCAL Teacher of the Year for her innovative and effective approach to teaching VCAL Business students. Melanie harnessed the students’ enthusiasm and guided them in the development of a coffee cart and catering business.

VCAA Chair, Chris Wardlaw, presented Lorne P–12 College with the VCAA Chair’s Award in recognition for their outstanding contribution in delivering the VCAL program through a number of projects in collaboration with the local community.

The VCAA congratulates all the VCAL Achievement Awards winners. Read more about the recipients on the [VCAA website](#).

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The VCAA *Bulletin* is authorised and published by the Victorian Curriculum and Assessment Authority. Principals are advised to encourage teaching staff to have an [individual subscription](#). [Notices to Schools](#) are also available on the VCAA website.

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© VCAA 2019 | ISSN 1448-2371



VCAA stakeholder survey – please give us your views

The VCAA is surveying its stakeholders to find out how it can improve its services and information provision. If you're an education professional, a student or the parent of a school student, you can give us valuable assistance by completing our survey using the relevant link below. The survey only takes 10 minutes to complete.

- [Education professionals survey](#)
- [Student and parent survey](#)

VCAA releases draft English as an Additional Language curriculum for F–10 educators

The VCAA has released a draft of the F–10 English as an Additional Language (EAL) curriculum for familiarisation, feedback and optional implementation. The new curriculum has been written to reflect the different English language starting points of EAL students and is intended to be used by all teachers with EAL students in their classrooms.

In Victoria, students for whom English is an additional language form a significant percentage of the student population, with approximately 70,000 EAL students currently enrolled in government P–10 schools and 6000–7000 new enrolments expected every year. EAL students come from an increasingly diverse range of linguistic and cultural backgrounds. Some speak and read multiple languages other than English, while others have not experienced any formal learning in any language.

The curriculum recognises that a student's first, second, third languages – however many they have before English – are an important learning resource and should be maintained. This emphasis on 'plurilingualism' acknowledges that while learning a new language, students can shift between their languages as they establish communication competence in the new language.

Another key feature of the draft curriculum is a diagnostic assessment tool that helps teachers and schools determine the most appropriate EAL learning pathway and level for each student, considering both their stage of schooling and previous language learning.

The [draft EAL curriculum and supporting resources](#) are available now for schools and teachers to review, provide feedback and optional implementation.

To assist teachers become familiar with the new curriculum, the VCAA, with support from VicTESOL and EAL staff from the Department of Education and Training and Catholic education, will hold a number of professional learning activities, starting with a series of face-to-face presentations and webinars across May and June. For program details, go to the [F–10 Professional Learning](#) webpage.

Teachers are invited to give feedback on the draft EAL curriculum, and this can be done [online](#), with feedback closing on Thursday 29 August 2019.

Full implementation of the curriculum is expected to commence from Term 1, 2020.

For further information, contact Kellie Heintz, EAL Curriculum Manager: heintz.kellie.a@edumail.vic.gov.au or (03) 9603 7953.

2019 VCE Leadership Awards

Applications are open for the 2019 VCE Leadership Awards, which recognise the efforts of VCE students in promoting leadership and participation in their school and community. Applications close on Wednesday 31 July.

For further information, contact the Media and Communications team: (03) 9032 1627 or vcaa@edumail.vic.gov.au.

[Refer to Notice to Schools 36/2019.](#)

Early Years

New VEYLDF Outcome resource: Children are confident and involved learners

Assessment of Children as Confident and Involved Learners in Early Childhood Education and Care: Literature Review is now available on the VCAA website. The literature review is designed to support early childhood professionals to monitor children's progress in relation to the Victorian Early Years Learning and Development Framework (VEYLDF) Outcome: *Children are confident and involved learners*. Early identification of learning capabilities and challenges is essential to support children's long-term social and educational outcomes.

If children are learning all the time, then understanding and describing this learning can seem like an overwhelming task. Especially in the earliest years, children's learning is deeply integrated with other aspects of their development.

Early childhood professionals need to make sense of what is occurring in these moments, to understand how they can help children take the next steps in their learning. By describing the learning that is occurring in each moment clearly and precisely, professionals can identify what is most important for children's development, and for planning their programs. These precise insights help add structure and purpose to the exciting, unpredictable experiences that occur within a play-based learning program. They are not intended to replace or restrict learning through play, but to provide a frame to ensure that professionals are pursuing meaningful goals within the play-based program, through their intentional teaching.

This literature review is part of a series of reviews designed to assist Victorian early childhood professionals to implement the VEYLDF, which aims to guide all Victorian early childhood professionals. It will be the topic of the next Early Years Twilight Seminar on Wednesday 15 May 2019 (see below).

Download a copy of the literature review from the [VCAA website](#).

Early Years Twilight Seminar: Wednesday 15 May 2019

The second Early Years Twilight Seminar for 2019 will launch the new VCAA resource, *Assessment of Children as Confident and Involved Learners in Early Childhood Education and Care: Literature Review*.

Two of the authors, Dr Jen Jackson and Dr Dan Cloney, will participate in a conversation with Suzy Chandler, Executive Director, Curriculum, VCAA.

This seminar will be broadcast from the Bastow Institute of Educational Leadership in North Melbourne to regional and metropolitan network sites from 5.30pm to 7pm. A recording will also be available through Bastow's YouTube channel after the seminar.

Participants at Bastow and network sites will receive a printed copy of the resource at the end of the seminar. Visit the [VCAA website](#) for full details and to register.

Curriculum

Professional learning webinars

The 2019 Professional Learning Program is designed to support schools and teachers familiarise themselves and implement the Victorian Curriculum F–10. In Term 2 there will be a range of professional learning webinars covering topics, including:

- Whole-school Curriculum Planning (F–10)
- English as an Additional Language draft curriculum for consultation (F–10)
- Unpacking the Health and Physical Education Curriculum (F–6)
- Designosaurs: bringing them back from curriculum extinction (Science, F–6)
- Developing students' data handling skills for future job skilling (Science, 7–10)
- Planning Visual Arts activities and constructing Visual Arts assessment (Visual Arts, F–6)
- Planning for Media Arts activities for the classroom (Media Arts, F–6)
- Design and Technologies (Food specialisations, 7–10)
- New Intercultural Capabilities resources (F–10)
- Unpacking the English Curriculum (F–10)
- Assessment of the Capabilities (Capabilities, F–10)

To register, visit the [F-10 Professional Learning](#) webpage or sign up to the [F-10 Curriculum Update](#) for information about future professional learning opportunities. All teachers are encouraged to subscribe.

Using online language assessment resources to assess language learners in your classroom

Currently, over 290 schools have registered to use the free, online language assessments the VCAA has developed with the Australian Council for Educational Research (ACER). Offered in Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish, the online language assessments are:

- a resource schools may choose to use to support their teaching of Languages from levels 5–6 onward in the F–10 or 7–10 sequences
- a useful diagnostic tool of student progress in listening and reading
- an online bank of test items available anytime
- capable of providing results immediately.

Results are for teachers use only and are not kept or reported to anyone else.

For more information, and/or to register and access the language assessments directly, go to the [VCAA Language Assessment](#) webpage on ACER's website.

Resources to help implement the Victorian Curriculum F–10

The following are some of the free teacher resources that have been published recently:

- [Introduction to explicitly teaching the Victorian Curriculum F–10 capabilities](#)
- [English – Speaking and Listening work samples \(Foundation and Level 2\)](#)
- [Victorian Aboriginal Languages – sample units of work \(Levels 3–6\)](#)

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, see the [Curriculum Area Advice](#) webpage.

Assessment

NAPLAN 2019 test package delivery and Test Administration website

Deliveries of NAPLAN test packages commenced on Tuesday 30 April 2019.

The NAPLAN Test Administration website is now available for all schools to access.

[Refer to Notice to Schools 32/2019.](#)

Ensuring security of NAPLAN test materials

Schools are reminded of their responsibility to maintain the security of NAPLAN test materials. This includes ensuring that no photos or videos of live test sessions or test materials are taken by anyone and nothing is posted on social media that shows or comments on test materials.

[Refer to Notice to Schools 40/2019.](#)

Victorian Certificate of Education

Curriculum

VCE Food Studies

The VCAA is monitoring the implementation of VCE Food Studies in schools to gain feedback on the VCE Food Studies Study Design and future directions for the study. Interested stakeholders are invited to respond to an online monitoring questionnaire. Teachers of VCE Food Studies are invited to register to attend a focus group in May, June or August 2019.

Refer to [Notices to Schools 33/2019](#) and [34/2019](#).

Reaccredited VCE study design implementation briefings

The VCAA is conducting professional learning briefings for teachers of the following reaccredited studies: VCE Applied Computing (formerly Computing) and VCE Agricultural and Horticultural Studies.

Registrations will close five days before each session.

[Refer to Notice to Schools 29/2019.](#)

School-assessed Task moderation sessions

The VCAA is holding School-assessed Task moderation sessions for a number of VCE Studies in May and June 2019.

Sessions are restricted in numbers and new teachers of the studies below are encouraged to apply. Registrations will close one week before each session.

Visit the relevant VCE study webpage to register for a session:

- [Art](#)
- [Studio Arts](#)
- [Media](#)
- [Visual Communication Design](#)
- [Systems Engineering](#)
- [Product Design and Technology](#).

For further information, contact Kathryn Hendy-Ekers, Curriculum Manager, Visual Arts and Media: hendy-ekers.kathryn.l@edumail.vic.gov.au or Leanne Compton, Curriculum Manager, Design and Technologies: compton.leanne.l@edumail.vic.gov.au

School-based assessment sessions: VCE Agricultural and Horticultural Studies, Food Studies, Product Design and Technology, and Systems Engineering

Professional learning sessions are being held during Terms 2 and 3 to support school-based assessment in VCE Agricultural and Horticultural Studies, Food Studies, Product Design and Technology, and Systems Engineering.

[Refer to Notice to Schools 30/2019.](#)

Assessment

Examination materials: Revised studies

Sample materials for written examinations for the following revised VCE studies and VCE VET programs have been published on their respective examination pages on the VCAA website: Drama, Extended Investigation: Critical Thinking Test, Philosophy, Systems Engineering, Theatre Studies (version 2), VET Engineering.

Sample materials for Accounting, Classical Studies, Dance, and Industry and Enterprise will be published early Term 2, 2019.

Collaborative Curriculum and Assessment Framework for Languages (CCAFL) written examinations

From 2019 all note-taking spaces on the CCAFL written examination papers will include the statement:

‘You may make notes in this space. These notes will NOT be assessed.’

Sample examinations on the respective examination pages on the VCAA website for each CCAFL paper have been updated to reflect this change.

2019 VCE Performance and Languages oral examination and Extended Investigation oral presentation scheduling

To assist with the timetabling of Unit 3–4 performance examinations, Languages oral examinations and Extended Investigation oral presentations, schools are required to advise the VCAA of significant school-based functions that will require student attendance for all or a significant part of a day within the assessment period (Monday 7 October to Sunday 3 November 2019).

[Refer to Notice to Schools 31/2019.](#)

2019 General Achievement Test (GAT) timetables and Special Examination Arrangements

Student Examination/Assessment Timetables and Special Examination Arrangements advice slips for the 2019 GAT will be available on VASS from Monday 13 May 2019.

[Refer to Notice to Schools 39/2019.](#)

Vocational Education and Training

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 VCAL.

All resources required to set up a SWL Recognition program for VET students in your school are located on the [Structured Workplace Learning Recognition](#) webpage.

Schools are invited to attend a dedicated workshop to understand the assessment and administrative requirements, including VASS enrolment and resulting. Details of the upcoming workshop are as follows:

Where: State Netball and Hockey Centre, Parkville

When: Tuesday 14 May 2019

Time: 9am registration for a 9.30am start. Finish by 12pm

Cost: There is no cost to attend this workshop.

Register on the [VET Professional Development](#) webpage. For further information, contact the VET Unit: vet.vcaa@edumail.vic.gov.au.

VCE VET Equine Studies

The current VCE VET Equine program is drawn from the 22246VIC Certificate II in Equine Studies, which will expire on 31 December 2019. The replacement qualification is the 22513VIC Certificate III in Equine Studies, which is not equivalent to the 22246VIC Certificate II in Equine Studies. A revised VCE VET Equine program is being developed and will be available in 2020. The program will be drawn from 22513VIC Certificate III in Equine Studies. Further advice on the revised program and the transition process will be provided in future editions of the *VCAA Bulletin*.

Details of the new 22513VIC certificate are available on the [Department of Education and Training VET Accredited Courses](#) webpage.

Get VET posters arriving in schools

This month, the VCAA VET Unit is sending a collection of Get VET posters to all secondary schools in Victoria. These posters will create a visual impact in schools, engaging students, teachers and parents and guardians with information about the wide range of available VET programs and how they can support a student's career exploration and pathway.

The posters will arrive in time for Education Week 2019, allowing schools to use this opportunity to showcase the valuable contribution that VET can make towards a student's senior secondary certificate and career goals.

[Refer to Notice to Schools 35/2019.](#)

VCE VET Scored Assessment Reform project update

The VCAA conducted a workshop in March with 30 schools, registered training organisations (RTOs) and State Reviewers involved in the review of Scored Assessment. The review of Task Types such as Work Performance, Portfolio, Work Project and Product, aims to ensure better assessment outcomes for students and better usage of Task Types by teachers and trainers across all VCE VET scored programs. Currently pilot schools and RTOs are trialling the draft assessment tools and providing feedback regarding the process. Further updates about the project will be provided in future editions of the *VCAA Bulletin*.

Transition advice: Plumbing, Civil Infrastructure and Construction Pathways

The following VCE VET (VE1) programs are new and available to schools from the beginning of 2019:

- Plumbing – 22304VIC Certificate II in Plumbing (Pre-apprenticeship)
- Civil Infrastructure – RII20715 Certificate II in Civil Construction
- Building and Construction – CPC20211 Certificate II in Construction Pathways.

[Refer to Notice to Schools 27/2019.](#)

Administrative advice

Change to the 2019 VCE and VCAL important administrative dates

The release date of the 2019 VCE results and ATAR to students has been brought forward by 24 hours and will now take place at 7am on Thursday 12 December 2019.

[Refer to Notice to Schools 26/2019.](#)

Changes to VCAA fees and charges

VCAA fees and charges have increased from Friday 26 April 2019. From this date, any form submitted to the VCAA requesting a service with a fee must be accompanied by the new approved 2019 fee for that service.

[Refer to Notice to Schools 37/2019.](#)

Screen It 2019

Screen It 2019 is ACMI's annual film, animation and videogame competition, a great way to express creativity, develop digital skills and connect with others. Screen It is a powerful focus for classroom learning and our resources and videoconference series have a curriculum focus to support teachers and learners. Over the coming months we will share information about resources and events, and news about Screen It ambassadors, prizes and past winners.

The theme for this year's Screen It competition is Listen. Participants can interpret this theme any way they like. The theme is about so much more than what people hear, emphasising deep listening, reflection and empathy. Get ideas and inspiration from the online Listen theme resource and gain further insights on exploring the theme by joining our free videoconference program.

Check out more of last year's winners and make sure you sign up to ACMI Education Facebook and Twitter so you don't miss out on any Screen It news or resources.

Information and resources are also available on the [ACMI website](#).

Victorian Early Years Awards

The Victorian Early Years Awards are now open. Anyone or any organisation that does fantastic work with children from birth to eight years old is encouraged to apply. This includes early childhood teachers, early childhood services, schools and early years organisations.

The awards celebrate innovation, exceptional leadership and dedication in making a real difference to the lives of children and families.

The 2019 award categories are:

- Improving access and participation in early learning
- Supporting parents through evidence-based practice
- Creating collaborative community partnerships
- Promoting children's health and wellbeing
- Continuity of early learning
- The Emeritus Professor Collette Tayler Excellence in Educational Leadership Award
- Early childhood teacher of the year.

A new award category 'Continuity of early learning' has been introduced this year. Nominations in this category will be jointly submitted by two or more early childhood services, schools or other organisations, and describe how they work in partnership with a child and their family to achieve a successful transition to school.

The 2019 award winners will be announced at a prestigious award ceremony on Tuesday 22 October 2019 at the National Gallery of Victoria. Winners will receive between \$10,000 and \$15,000 to support the development of their initiative or pursue further professional learning.

Want to be invited to the awards ceremony? Contact the Victorian Early Years Awards team, even if you are not applying for an award. We would love to have early childhood professionals from all over Victoria to share in the celebrations.

Nominations close at midnight on Friday 24 May 2019. For further information, contact the Victorian Early Years Awards team: early.years.awards@edumail.vic.gov.au or (03) 5215 5299.