

# VCAA Bulletin

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## Charting an individual path through the VCE

It's 4.30am and Year 12 student Silas Harris is on his way to the local pool. It's cold and dark and all that can be heard is the sound of everyone else still tucked in bed. He hits the chlorine for two hours of swimming training, by which time the sun, the garbage trucks and the early morning dog walkers will have just started to catch up to him. He changes into his school uniform and heads to school, Viewbank College in Rosanna, to begin a full day of classes.

Silas is one of a select group of young athletes to be categorised by Swimming Australia as 'emerging swimmers' in its 2018–2020 Olympic Program. The categorisation process is used to identify athletes who show the most potential to reach the Olympic Games and World Championship targets set by the Australian Institute of Sport.

His categorisation followed last year's Australian Age championships, in which he won three gold medals in the 200, 400 and 1500-metre freestyle, a silver medal for the 400-metre individual medley and a bronze for the 200-metre butterfly. Off the back of this performance, he was selected to be a member of the Junior Australian Swim team attending the Junior Pan Pacific championships in Suva, Fiji, competing against the best swimmers from the United States of America, Canada, Japan and the Pacific Rim. Not long after returning from Fiji, Silas competed in the Open Australian Short Course championships, where he achieved timings that placed him in the league of Ian Thorpe, Grant Hackett and Daniel Kowalski.

'It is intensely satisfying when I touch the wall, look up at the scoreboard and see a result I'm happy with,' says Silas. 'That's when I know all the hours of hard work I've put in have paid off.'

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Editor: Tina Mattei    Designer: Robyn Scott

Editorial and subscription enquiries: (03) 9032 1634 or [vcaa.bulletin@edumail.vic.gov.au](mailto:vcaa.bulletin@edumail.vic.gov.au).

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Given his talent in the pool, Silas' future would seem to naturally point toward the next Olympic Games. While he doesn't discount his dedication and love of the sport, Silas' longer-term sights are set on another passion he holds – music. Last year, Silas' composition *La Pompe* won first prize in the Years 7–12 Instrumental Category of the Australian Children's Music Foundation National Songwriting Competition. In the same year, he completed Units 3 and 4 of VCE Music Style and Composition through Virtual Schools Victoria, and this year he is completing Units 3 and 4 of Music Performance. Silas plans to spend his first year after completing the VCE focusing on both swimming and music, and preparing to audition for the Melbourne Conservatorium of Music, where he wants to study a Bachelor of Music (Interactive Composition).

'I've grown up with both water and music around me,' he explains. 'My dad is a violin player and as a child I'd always be around him, practising and rehearsing with his bands.'

I love how I can express myself in music. I love being able to convert my emotions into sounds and seeing how other musicians express themselves through their work.'

So how does Silas manage to combine his commitment to elite-level swimming with his passion for music, all the while completing his final year of the VCE? The answer is a multiple-choice 'all of the above' for the flexibility of the VCE, the support he receives from his school and family (including his squad, which is 'like a little family'), and his balanced approach to study. As well as allowing Silas to juggle his overall study load to complete four instead of five subjects this year, his school has rescheduled his School-assessed Coursework so he can compete in swimming events throughout the year. Silas also tries to do as much extra work as he can during breaks and study periods, allowing him time after school to squeeze in another swimming training session and bass practice.

And, as any Olympian or maestro will tell you, timing is an essential ingredient for success.

'At the beginning of the year, I set up a weekly planner that is broken down into blocks of 30 minutes,' explains Silas. 'I enter everything into this – my training session times, travel times, subjects, study periods and major swimming competitions.'

His biggest supporters are his parents, who've been there through countless hours of swimming training and music practice. 'We're very proud of Silas', says his Mum.

'And we are very thankful that the VCE offers him the opportunity to pursue his diverse interests at a high level.'

## VCE Season of Excellence

### Top Screen People's Choice Award and Jury Prize winners announced

Top Screen 2019 has been a resounding success, with more than 4000 people sampling short films from 2018 VCE Media students. The People's Choice Award and Jury Prize were awarded to two outstanding comedies – *Paper Caper* by Finn Hartnett (Scotch College) and *Leased* by Madelaine Jamieson (Footscray City College), respectively.

The Top Screen People's Choice Award is awarded to the film that garners the highest number of audience votes across the 2019 season. *Paper Caper* is a stylised heist comedy featuring a trio of students plotting to steal school exam papers. Its irreverence and cheeky performances captured a high level of audience engagement.

'It was pure delight to see *Paper Caper* sharing the big screen with some truly awesome films for Top Screen,' said Finn.

'Nothing has delighted me more than seeing the film being enjoyed by so many people in the screenings.'

The Top Screen Jury Prize recognises outstanding filmmaking talent based on a range of criteria, including originality and conceptual development. This year's winner, *Leased*, uses an accomplished animation style to skewer cultural stereotypes in hilarious fashion. The black comedy was selected by a panel that included award-winning filmmaker Claudia Sangiorgi Dalimore, ACMI film educator and writer Garry Westmore, and Editor of Metro magazine Adolfo Aranjuez.

Filmmaker Madelaine said she was grateful that her work could reach a wider audience in the festival. 'Being a part of Top Screen was a great experience and a rewarding opportunity.'

Both 2019 winners received a certificate from the VCAA and a prize pack that included subscriptions to *Metro* and Screen Education magazines, a \$150 selection of goodies from Third Drawer Down and a one-year ACMI membership.

Top Screen is part of the annual VCE Season of Excellence 2019, which also includes Top Arts at the NGV, Top Designs at Melbourne Museum and the Top Acts concert at the Melbourne Recital Centre.

## Plain English Speaking Award 2019

The 2019 Plain English Speaking Award (PESA) regional finals are now complete after a highly successful and fierce competition. Twenty-six finals took place across the state, giving students the opportunity to pit their skills, words and ideas against their peers and in front of experienced adjudicators and past champions. The top 28 students will now compete at the next level of competition, the PESA 2019 semifinals.

Each year, students aged 15–18 years from government, Catholic and independent schools are invited to deliver speeches on topics they have thoroughly researched and feel impassioned about. They are then given four minutes to prepare a three-minute impromptu speech on a surprise topic.

Several past PESA champions were welcomed back to the program to help adjudicate this year, including Shahani Munaff and Cree Oliveira. Shahani, who is currently studying psychology at the University of Melbourne, was a PESA State Finalist in 2017. Cree, who was the runner-up in the 2017 State Final, is currently studying arts and law at Monash University. 'PESA was incredibly valuable in strengthening my skills in speaking conversationally and persuasively. Being involved really made me be clear and prioritise my thinking,' she said.

The PESA 2019 semifinals will take place on Thursday 20 and Friday 21 June 2019. Six competitors will go through to the State Final, to be held on Friday 26 July 2019 at the Village Roadshow Theatre at State Library Victoria.

To book your seat at the semifinals, contact the Student Events team: [vcaa.events@edumail.vic.gov.au](mailto:vcaa.events@edumail.vic.gov.au). Bookings for the State Final are via [State Library Victoria](#).

Further information about PESA is available on the [VCAA website](#).



Cree Oliveira



Shahani Munaff

### The importance of assessing children's learning and development

In the Victorian Early Years Learning and Development Framework (VEYLDF), the terms used to describe learning originate from the learning sciences. Knowledge of the learning sciences research can help practitioners to implement the VEYLDF more intentionally. It can also assist early childhood professionals to focus their intention on key aspects of children's learning.

Assessment is the practice of monitoring children's learning through systematic observation. Most early childhood professionals use many types of assessment to monitor children's learning in formal and informal ways, including learning stories, diagnostic tests, or spontaneous observations of changes in what children know and can do. Systematic observation of children is more purposeful: it begins with a clear understanding of what is being observed (the construct), and often uses a tried-and-tested tool or process that reliably captures information about that construct. Ideally, it enables early childhood professionals to see where children are on a continuum of learning, and is able to describe their progress over time.

The VCAA's new professional learning resource, *Assessment of Children as Confident and Involved Learners in Early Childhood Education and Care: Literature Review*, outlines the four domain-general skills that come from the learning sciences, and provide the basis for learning:

- executive function
- problem solving
- social skills
- physical development.

These skills are acquired in early childhood and continue to grow throughout the life course. Early identification of learning capabilities and challenges is essential to support children's long-term social and educational outcomes.

The literature review builds a bridge between the learning sciences and the way in which everyday learning is described in the VEYLDF (confidence, involvement and learning). Download a copy from the [VCAA website](https://www.vcaa.vic.gov.au), or email the Early Years Unit to order a printed copy: [veyldef@edumail.vic.gov.au](mailto:veyldef@edumail.vic.gov.au).

## Curriculum

### Professional learning webinars

The 2019 Professional Learning Program has been designed to support teachers in implementing the Victorian Curriculum F–10. Delivered through a series of webinars, the program covers a range of curriculum areas and topics including:

- **Assessment of the Capabilities (F–10)** – this session will provide teachers with an overview of what is involved in the assessment of the Capabilities. It will be held 3.45–4.45pm Thursday 6 June 2019. Register [here](#).
- **Planning for Media Arts activities for the classroom (F–6)** – this session will provide teachers with information about planning Media Arts activities for the classroom. It will be held 3.45–4.45pm Wednesday 12 June 2019. Register [here](#).
- **Introduction to the draft English as an Additional Language (EAL) curriculum** – the aim of this webinar is for participants to become familiar with both the draft EAL curriculum and support materials. It will be held 3.45–4.45pm Thursday 13 June 2019. Register [here](#).
- **Whole-school curriculum planning** – the aim of this session is for participants to develop an understanding of curriculum planning and the part it plays in driving learning. It will be held 3.45–4.45pm Thursday 25 July 2019. Register [here](#).
- **Planning visual arts activities and constructing visual arts assessment (F–6)** – this session will provide teachers with information about planning visual arts activities and constructing visual arts assessment for the Victorian Curriculum Achievement Standards. It will be held 3.45–4.45pm Thursday 8 August 2019. Register [here](#).

For more information, go to the [2019 Professional Learning Program](#) webpage.

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

The VCAA online language assessments are available to all Victorian schools. Offered in Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish, they support the teaching of Languages from levels 5–6 onward in the F–10 or 7–10 sequences. The assessments are:

- a useful diagnostic tool of student progress in listening and reading
- an online bank of test items available anytime
- capable of providing results immediately.

For more information and to register and access the language assessments directly, go to the [VCAA Language Assessment](#) webpage on the Australian Council for Educational Research website.

### 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.

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

To assist teachers to 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 offices, has been holding face-to-face presentations and webinars through May and June, with additional activities to be announced on the [F–10 Professional Learning](#) webpage.

Teachers are invited to [give feedback](#) on the draft EAL curriculum by Thursday 29 August 2019.

Full implementation of the curriculum will commence from Term 1, 2020.

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

### New resources to help implement the Victorian Curriculum F–10

The following free teacher resources are now available:

- [Ethical Capability](#) – unpacking the content descriptions (Foundation–Level 6)
- [Economics and Business](#) – sample activities (Levels 7 and 8)
- [Respectful Relationships](#) – annotated student work samples (Levels 6–8)
- [Intercultural Capability](#) – a variety of new resources, including sample units of work with annotated student work samples and formative assessment rubrics (Foundation–Level 10).

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

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## Assessment

### NAPLAN 2019

The VCAA thanks schools for their cooperation and assistance with the administration of the NAPLAN 2019 tests.

#### Security measures and audit visits to schools for the NAPLAN

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

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 the principals who kindly welcomed VCAA test observers into their schools to monitor the testing conditions and administrative procedures for the NAPLAN 2019.

#### 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](mailto:vcaa.naplan.help@edumail.vic.gov.au).

## Curriculum

### Consultation for proposed study designs for VCE studies

The consultation period for the proposed study designs for the following VCE studies opened on Monday 3 June 2019 and will conclude on Monday 24 June 2019:

- [VCE Bridging English as an Additional Language](#)
- [VCE Geography](#).

The draft study design, *Summary of proposed changes to the study design* and the link to the questionnaire are available on the relevant VCE study webpage.

Refer to [Notice to Schools 52/2019](#).

### Monitoring of VCE studies

The VCAA is monitoring the implementation of a number of VCE studies in schools and will collect data to inform the evaluation process.

Online monitoring questionnaires are being conducted for the following studies:

- [VCE Art](#)
- [VCE Chinese Language, Culture and Society](#)
- [VCE Physical Education](#)
- [VCE Studio Arts](#).

Refer to [Notice to Schools 51/2019](#) (VCE Physical Education) and [Notice to Schools 55/2019](#) (VCE Art, VCE Chinese Language, Culture and Society, and VCE Studio Arts).

### Applications open for the 2020 VCE Drama and VCE Theatre Studies Playlist

The VCE Drama and VCE Theatre Studies Playlist is selected annually and approved by the VCAA Board. The plays selected for the Playlist are for:

- VCE Drama, Unit 3
- VCE Theatre Studies, Unit 3
- VCE Theatre Studies, Unit 4.

Students enrolled in these units are required to see a play from the list in order to complete the requirements for school-assessed coursework and the end-of-year written examination.

Applications for the 2020 Playlist may be submitted by playwrights, theatre companies, producers and arts organisations.

To obtain access to the application link and relevant information about the study designs, selection criteria and guidelines for the playlist, contact Margaret Arnold, Curriculum Manager, Performing Arts: [arnold.margaret.j@edumail.vic.gov.au](mailto:arnold.margaret.j@edumail.vic.gov.au).

Applications close Monday 8 July 2019.

## Reaccredited VCE Foundation English Study Design implementation briefing

The VCAA is conducting a free online implementation briefing for teachers of VCE Foundation English on Thursday 8 August 2019, 4.30–5.30pm.

Participants will be required to have a copy of the *VCE Foundation English Study Design (2020–2024)* for the briefing.

To register for the briefing and to access the reaccredited study design, visit the [VCE Foundation English](#) webpage.

## Stakeholder consultation for Collaborative Curriculum and Assessment Framework for Languages review

As part of a national review of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), the VCAA will hold a stakeholder consultation meeting for teachers of CCAFL languages at the senior secondary level on Wednesday 26 June 2019.

Refer to [Notice to Schools 56/2019](#).

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## Assessment

### Publication of the 2019 VCE examination timetable

The 2019 VCE examination timetable has been endorsed by the VCAA Board and is now available online.

Refer to [Notice to Schools 46/2019](#).

### Examination centre arrangements for the 2019 VCE written examinations

VCE providers with students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence must meet VCAA requirements for managing the conduct and administration of VCE examinations, as outlined in the 2019 Agreement to conduct and administer VCE external assessments.

Refer to [Notice to Schools 50/2019](#).

### 2019 General Achievement Test observation visits

Senior project officers appointed by the VCAA may attend schools to monitor the conduct and administration of the 2019 General Achievement Test (GAT) to ensure schools are complying with VCAA requirements.

Refer to [Notice to Schools 45/2019](#).

### Delivery procedures for General Achievement Test examination centre messages

The VCAA will send an examination centre message after the commencement of the General Achievement Test on Wednesday 12 June 2019. This message should be given to the chief supervisor.

Refer to [Notice to Schools 49/2019](#).

### School-assessed Task scores

VCE Unit 3 School-assessed Task scores for selected studies are due on Friday 14 June 2019.

Refer to [Notice to Schools 47/2019](#).

### Extended Investigation Critical Thinking Test 2019

School indicative external assessment grades for the Extended Investigation Critical Thinking Test Graded Assessment 2 (GA2) must be submitted by Wednesday 19 June 2019.

Refer to [Notice to Schools 53/2019](#).

## Victorian Certificate of Applied Learning

### Calling for consultation on new curriculum documents

The VCAA is seeking feedback on the proposed curriculum documents for the VCAL Personal Development Skills Strand, VCAL Work Related Skills Strand and Skills for Further Study – Senior.

Refer to [Notice to Schools 58/2019](#).

## Vocational Education and Training

### Structured Workplace Learning recognition workshops

The VCAA will conduct additional Structured Workplace Learning (SWL) recognition workshops for interested schools. The workshops focus on assessment and administrative requirements, the Workplace Learning Record, and VASS enrolment and results. The workshop locations will be determined according to demand.

Schools and local learning and employment networks interested in attending a workshop are invited to [register online](#).

### Transition advice: Plumbing, Civil Infrastructure and Construction Pathways

The following VCE VET (VE1) programs are available to schools in 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.

Students who commenced any of these programs in 2018 as a block credit (VFE) must transition to the new VCE VET (VE1) version to continue their studies in 2019.

All 2018 units of competency with an S result should be re-enrolled against the VCE VET (VE1) certificate, and an S result re-entered.

All new students commencing training in the programs in 2019 must enrol in the VCE VET (VE1) version of the program.

### VCE VET Applied Language

Schools with enrolments in VE1 – 10297NAT Certificate II in Applied Language and 10661NAT Certificate III in Applied Language must ensure that the language of study is selected when enrolling students on VASS. Error messages will appear on the certificate eligibility report if the language of study is not selected from Stream B – VCE Language.

### VCE VET Electrical Program

The 22261VIC Certificate II in Electrotechnology Studies will expire on Sunday 30 June 2019. Recently, the Certificate II in Electrotechnology Studies was reaccredited as 22499VIC Certificate II in Electrotechnology (Pre-vocational), with a start date of Monday 1 July 2019.

Due to the changes to the core units and the streamlining of the elective units of the current course 22261VIC, the revised course 22499VIC has been deemed not equivalent. Transition advice will be published on the [VCE VET Electrical Industry](#) webpage shortly.

### VCE VET State Reviewer vacancy

Applications are invited for the vacant VCE VET State Reviewer positions for 2019 in Integrated Technologies, Furnishing, and Information, Digital Media and Technology. Teachers of the programs at Units 3 and 4 levels are encouraged to apply.

The VCE VET State Reviewer is required to undertake a range of activities, including participating in VCAA professional development activities, assisting in VCE VET program reviews, providing feedback and advice, assisting in the preparation of published advice regarding scored assessment and conducting coursework audits.

For more information, contact the VET unit: [vet.vcaa@edumail.vic.gov.au](mailto:vet.vcaa@edumail.vic.gov.au).

### Midyear certification

Students who have completed the requirements for a VCAL by Friday 21 June 2019 have the opportunity to receive a certificate and Statement of Results in mid-July. Students who complete a VCAL certificate midyear will not be eligible to complete the VCE in the same calendar year.

Schools should complete the following steps to identify eligible students for VCAL certification at midyear (disregard if students are not completing until the end of year):

1. Enter available unit results, including available VET units of competence, on VASS no later than Friday 21 June 2019.
  - 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 21 June 2019 and check that all students whom you expect to satisfy requirements at midyear have a status of 'Pending'. Only students listed as 'Pending' will receive a certificate and a Statement of Results in July 2019. If students whom you expect to satisfy requirements at midyear are not on the list, check their entered results and amend accordingly. 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 this document at a later time.

Important note: The VASS 'Mid-Year Reporting' function is not available after Friday 21 June 2019.

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

Schools will receive certificates and Statement of Results by post with 'Signature on Delivery' in the first week of Term 3. These may be distributed to students at any time.

Students who receive a certificate at midyear will not receive another certificate at the same level in December. They may receive an updated Statement of Results or a certificate at a higher level.

Enquiries about midyear certification should be directed to Student Records and Results: (03) 9032 1741 or [student.records@edumail.vic.gov.au](mailto:student.records@edumail.vic.gov.au).

Refer to [Notice to Schools 54/2019](#).

## Bulletin Board

### Past Tense, Present Tension

The History Teachers' Association of Victoria 2019 Annual Conference (Thursday 25–Friday 26 July 2019) is themed 'Past Tense, Present Tension'. The conference will feature an impressive range of workshops, lectures and seminars to provide ideas for creating engaging classroom strategies, activities and pedagogy. Join colleagues on an informative and insightful history journey, and share in the unique spirit when the history community comes together.

Early bird rates are available until Friday 12 July 2019. View the full program and register [here](#).