

# VCAA Bulletin

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

No. 50 | July 2019 | ISSN 1448-2371



Braydon Saunders leading a tour of Tyrendarra Indigenous Protected Area

## Paying respect to our languages

Australian writer, editor and anthologist Bruce Pascoe once commented, 'We're tempted these days to think of Aboriginal culture as art, dance, music, and theatre. But, really, the crux of it is language. If we're going to revive our culture, we've got to revive our languages.' It's a view shared by the United Nations, which has nominated 2019 as the International Year of Indigenous Languages.

The VCAA has long supported teaching Victorian Aboriginal languages in schools. In 2004, the VCE Indigenous Languages of Victoria: Revival and Reclamation Study Design was accredited and in 2016 the Victorian Curriculum F–10: Victorian Aboriginal Languages was published, replacing an earlier 2009 document. With the support of local Aboriginal communities, 10 schools across Victoria are now teaching eight Victorian Aboriginal Languages.

One of these schools is the Heywood and District Secondary College, part of a small rural community in the south-west of Victoria. The Heywood township has a population of 1300, of which approximately 10 per cent are local Gunditjmara people. The secondary school has been delivering an Aboriginal languages program for several years, in large part due to the initiative and hard work of the school's Curriculum Coordinator, Steph Tashkoff. We asked Steph to tell us more about the journey.

The first step toward a Gunditjmara language program happened when I was studying for my Master of Literacy program with the Melbourne Graduate School of Education in 2011. Gunditjmara woman and linguist Vicki Couzens spoke to us about code-switching and how Koori kids switch between the languages of their home and school. She also explained that when Aboriginal and Islander students are educated in language and culture, they develop stronger sense of self, which leads to greater success at school and in the world beyond school. This resonated with me, as I could see that not all Koori students at Heywood and District Secondary College were continuing to the end of Year 12 at the same rates as their non-Indigenous friends.

continued on [page 3](#)

### In this issue

Excellence and awards

Early Years

F–10

VCE

VET

Administrative advice

Professional development

Bulletin board

Contents: [page 2](#)

# Contents

## Excellence and awards

VCE Season of Excellence	
2019 VCE Season of Excellence Board Appreciation Award	4
Plain English Speaking Award	
Invitation to the 2019 VCAA Plain English Speaking Award state final	4

## Early Years

New VCAA videos available: Early Years Twilight Seminar	5
Early Childhood scholarships and incentives	5
Important information about the Online Transition Learning and Development Statement	5
Exciting opportunity to trial three new Early ABLES assessment tools	6

## Foundation–10

Curriculum	
English as an Additional Language Curriculum	6
Unpacking computational and algorithmic thinking in Mathematics	7
Mathematics annotated student work samples	7
English – speaking and listening work samples	7
New resources to help implement the Victorian Curriculum F–10	8
Professional learning for Principals and curriculum leaders	8
Assessment	
NAPLAN important dates for 2020	9
NAPLAN Data Service professional development	9

## Victorian Certificate of Education

Curriculum	
2019 School-based Assessment Audit: Unit 4	9
Consultation for proposed study designs for VCE Studies	10
Monitoring of VCE studies	10
VCE Prescribed Lists 2020	11
VCE Agricultural and Horticultural Studies (2020–2024)	11
Reaccredited VCE study design implementation briefings	11
Text Nomination Survey for VCE English/English as an Additional Language and VCE Literature	11
School-based assessment webinar sessions for VCE Biology and VCE Psychology	11
Evaluation of VCE Physical Education: Focus groups	11

## Victorian Certificate of Education

Assessment	
Chemistry Data Book	12
Visual Communication Design	12
Examination development panels – written examinations	12
2020 VCE examination periods	12

## Vocational Education and Training

Structured Workplace Learning recognition new workplace learning records	13
VCE VET Electrical Program	13
New VCE VET programs to be included in Top Designs	13
Transport and Logistics Industry VET Courses for secondary students	13
Block Credit Policy	14
VET Student Eligibility Reports	14
New VET success stories	14

## Administrative advice

2019 Briefing sessions for chief supervisors and examination centre coordinators	14
Enrolment application for 2020 in Units 3 and 4 of VCE second languages and VCE Chinese Language, Culture and Society	14
Last day for VCE Unit 4 or VCE VET scored Unit 3 and 4 units of competency withdrawal	14

## Professional development

Professional development for newly appointed VASS users	15
--	----

## Bulletin board

VATE Middle Years Conference	15
------------------------------	----

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.

The VCAA does not endorse the products or services of any external organisation's articles published in the *VCAA Bulletin*.

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).

© VCAA 2019 | ISSN 1448-2371



The next step happened when there was an opening for a new language program at the school. The Principal at the time, Steve Crossley, responded positively when I proposed the idea of an Aboriginal language program. At that time, there were 30 Koori students at the local primary school. We started talking to representatives of the local Traditional Owners and were able to gain funding to support the employment of an Aboriginal Language tutor within the classroom.

It was at this point that serendipity, or perhaps the brush of Bunjil's wings, played its part. The VCAA was starting up two pilot programs for the reclamation and revival of Aboriginal languages – one for primary school and one for secondary. The project was supported by the Victorian Aboriginal Education Association Incorporated and the Victorian Aboriginal Corporation for Languages with support from linguist Julie Reid. A round table was held between the school and key players from the different state bodies and local organisations, and Traditional Owners' approval was given to the proposed program. Our first Aboriginal language tutor, Gunditjmara woman Yaraan Bundle, was employed and the program was launched at the school in 2012.

Since then, every student in Years 7 and 8 has studied a program that includes topics such as 'Aboriginal history', 'Family and kinship', 'Eels', 'Aboriginal people and the environment', 'Aboriginal servicemen and women' and 'Aboriginal art and story'. Each year, our students give an acknowledgement of Country in Dhauwurd Wurrung (our local dialect) at the community celebration held by the Glenelg Shire to mark the end of Reconciliation Week. In 2013, the first year this happened, the student who gave the acknowledgement was red-haired James Gray of Year 7. One of the local Gunditjmara elders was, at first, stunned to hear her language spoken by a non-Indigenous boy. She later said her heart was warmed to know that her language was being shared and valued in this way.

We have passed our education units to Winda-Mara's Budj Bim Rangers, who take tours out on Country. A highlight last year was taking our Year 8 Aboriginal Language and Culture class to the Tyrendarra Indigenous Protected Area. The tour was led by former student, Braydon Saunders (pictured on page 1), who had participated in the program when he was in Years 7 and 8. Braydon interspersed his discussion of cultural practices and history with key terms in Dhauwurd Wurrung.

We are a small school but our respect for the cultural heritage and knowledge of the local First Nations people is great. Our school has wonderful racial harmony and we promote the cultural safety of Koori students and their families. We continue to strive towards all our students completing their education. This year, all of our Year 10 Koori students intend to complete Year 12.

The Aboriginal Language and Culture program recognises that everyone who lives in Heywood has a connection to Gunditjmara Country. It is our responsibility as a learning community to develop our understanding of this Country and to celebrate the amazing history and heritage that we are privileged to learn about. When I see Year 7 students avidly learning about the 1967 Referendum or enthusiastically developing language learning resources to share, I feel that we are paying respect to the old people who have been before us and paving the way to a more positive future for these young people.

## VCE Season of Excellence

### 2019 VCE Season of Excellence Board Appreciation Award

The winners of the 2019 VCE Season of Excellence VCAA Board Appreciation Award were announced on Wednesday 26 June 2019. Lavalla Catholic College student Lorimer Marshall was awarded the prize for Top Designs, and Mazenod College's Markus Begutter won for his entry in Top Arts.

Lorimer's unique bushfire warning system Fire, Analytics, Detection and Emergency Response System (FADER) was developed as a potential key to early bushfire detection. The device measures changing weather conditions, such as wind speed and direction, to notify emergency services of bushfire threats.

Hailing from Gippsland, Lorimer said that he and his family were deeply affected by the 2009 Black Saturday bushfires.

'The experience undoubtedly motivated me to use the opportunity of modern technology to develop an innovative solution to help combat the threat of bushfires,' he said.

Lorimer also commented that the Systems Engineering design could have real-world applications in the future.

Top Arts entrant Markus Begutter was recognised for his series of intimate charcoal portraits of his grandparents. Titled *Wizened*, the works are rendered on pieces of aged and textured cardboard, reflecting the ephemeral effects of time. Markus said he was influenced by the work of British artist Guy Denning, in particular his use of unconventional packaging materials.

On his pieces being displayed at the NGV, Markus said, 'I am incredibly honoured to be chosen out of all the applicants to have my work presented in such a respected and esteemed public space.'

Both winners expressed their gratitude to the VCAA Board. Lorimer said he was moved and thankful. 'The response to my work has been overwhelming. I greatly appreciate the amount of interest shown in the piece.'

The Board Appreciation Award recognises student works that are impressive aesthetically and show innovation. The winners each received a cheque for \$1000 and a certificate for their efforts.

The VCE Season of Excellence is a five-month annual arts festival showcasing outstanding work by senior secondary students from Victorian schools. The season presents works created by VCE students in design, technology, multimedia and the cinematic, visual and performing arts through exhibitions, screenings and performances. It is supported by talks, forums and panel discussions, catalogues, programs and online material. The VCE Season of Excellence is produced by the VCAA in collaboration with some of Melbourne's leading cultural venues.



Presentation of the Board Awards, L to R: Dr David Howes, CEO VCAA, Chris Wardlaw, Chair VCAA, Lorimer Marshall, Markus Begutter



Lorimer Marshall's unique bushfire warning system Fire, Analytics, Detection and Emergency Response System.



Markus Begutter's portrait of his grandmother, part of his work *Wizened*.

---

## Plain English Speaking Award

### Invitation to the 2019 VCAA Plain English Speaking Award state final

Students and teachers are invited to attend the 2019 state final of the Plain English Speaking Award (PESA), presented by the VCAA and State Library Victoria.

Refer to [Notice to Schools 65/2019](#)

### New VCAA videos available: Early Years Twilight Seminar

If you missed the last Early Years Twilight Seminar in May, or would like to find out more about the literature review of tools to assess children as confident and involved learners, the highlight videos will be available on the [VCAA website](#) from Wednesday 24 July 2019.

The next Early Years Twilight Seminar will be held on Wednesday 14 August, at Bastow Institute of Educational Leadership, and network sites across Melbourne and Victoria. There will also be an opportunity to sign up for the Bastow YouTube link.

This seminar will feature Professor Susanne Garvis from the University of Gothenburg, Sweden. Subscribe to the [Early Years Alert](#) to receive registration details.

### Early Childhood scholarships and incentives

The Department of Education and Training (DET) is funding early childhood scholarships and incentives to support the roll-out of subsidised kindergarten programs for all three-year-olds from 2020.

Early childhood teachers who will be relocating to teach in the following areas will be eligible to receive up to \$9000:

- Buloke Shire
- Hindmarsh Shire
- Northern Grampians Shire
- South Gippsland Shire
- Strathbogie Shire
- Yarriambiack Shire.

Scholarships are available to those who want to become a teacher by studying a degree or postgraduate qualification (\$18,000–25,000). Early childhood Aboriginal pathway scholarships support becoming an educator or teacher in early childhood (\$2500–34,000).

Scholarship funding may be used for:

- course fees
- study-related expenses.

Funding is also available to support working in early childhood after graduation.

People of all backgrounds are encouraged to submit an application via the [DET website](#).

### Important information about the Online Transition Learning and Development Statement

The Online Transition Learning and Development Statement (Online TLDS) will reopen in Term 3. Before the Online TLDS reopens, there are some important tasks that services need to complete to be ready.

#### **Update service email details in the National Quality Agenda IT System (NQAITS)**

A new username and password will be generated once the Online TLDS is reopened and sent to your service email listed in NQAITS. To make sure you receive this important information, please ensure that the service email listed in NQAITS is up to date. Services should expect to receive their updated login details to access the Online TLDS in Term 3.

#### **Share transition resources with families**

Before using the Online TLDS, it is important to consider your ongoing communication and relationships with children and families. To ensure consistent messaging for families, you should begin to chat to them about transition as early as possible. As part of your conversations, ensure that you provide families with the introduction to transition information sheet. The information sheet is available in many different languages and can be found on the [Department of Education and Training](#) website.

### Exciting opportunity to trial three new Early ABLES assessment tools

The Department of Education and Training, in partnership with the University of Melbourne, invites early childhood professionals to participate in a workshop to adapt and validate three new assessment tools (Movement, Thinking and Numeracy) that will become part of the Early ABLES suite.

Early ABLES is an online assessment-for-learning tool that supports educators in providing a more tailored learning experience for children aged two to five years with disabilities or developmental delay.

#### About the workshops

The trial consists of two components: a professional development session and the opportunity to trial the new tools for children with additional learning needs at your service.

The professional development session will teach early childhood professionals how to use each of the Numeracy, Movement and Thinking Skills assessments. Participants will also be provided with a detailed guide explaining the registration and assessment process.

#### How can I register?

If you are interested in participating, confirm with your management before registering. To register your attendance, email Dr Nives Nibali, Project Lead: [nives.nibali@unimelb.edu.au](mailto:nives.nibali@unimelb.edu.au). Backfill will be provided to participants.

### Curriculum

#### English as an Additional Language Curriculum

In late March 2019, the VCAA released [\*English as an Additional Language \(EAL\) Curriculum: Draft for familiarisation, feedback and optional implementation\*](#).

The new F–10 EAL curriculum is intended to support all teachers of EAL students, both in mainstream schools and English language schools and centres, including specialist EAL teachers and out-of-field EAL teachers. Alongside the new EAL curriculum, the VCAA has also released resources to support the teaching of EAL language learners across all curriculum areas. These include a diagnostic assessment tool, as well as guidance on how to locate individual EAL learners on one of three 'pathways', considering their stage of schooling and their previous language learning experiences.

The VCAA has conducted a number of introductory face-to-face sessions and webinars, and these are set to continue across Term 3. Details of new sessions will be posted early in Term 3 on the [F–10 Professional Learning](#) webpage and via the F–10 Updates subscriber list.

Additionally, the VCAA invites teacher feedback on the draft EAL curriculum. To do so, complete the [online feedback](#) form.

## Unpacking computational and algorithmic thinking in Mathematics

These new resources are designed to unpack the Victorian Curriculum F–10 Mathematics content descriptions that address computational thinking and algorithms at Foundation, Level 1 and Level 2.

Each resource links one Mathematics content description and extract from the achievement standard with a teaching and learning activity designed to develop computational thinking and problem-solving skills in a mathematical context.

The resources have been developed with respect to teaching in the Mathematics learning area of the Victorian Curriculum, and include suggestions of how these activities could be extended to the Critical and Creative Thinking and Digital Technologies curriculums.

Resources for [Foundation–Level 2](#) are available on the VCAA website. Resources for Levels 3–10 will be published in Terms 3 and 4.

For further information, contact Dr David Leigh-Lancaster, Mathematics Curriculum Manager: (03) 9032 1690 or [leigh-lancaster.david.d@edumail.vic.gov.au](mailto:leigh-lancaster.david.d@edumail.vic.gov.au).

## Mathematics annotated student work samples

New annotated student work samples are being developed and progressively published on the VCAA website in the second half of 2019. The first set covering Levels 3, 5, 7 and 9 for the Number and Algebra and Measurement and Geometry strands are planned for release early in Term 3.

The Victorian Curriculum F–10: Mathematics annotated student work samples provide teachers with examples of student learning achievements for each level and each strand of the Mathematics curriculum.

Schools may use these work samples as part of professional discussions to support teachers to deepen their understanding of the curriculum and assess student achievement in relation to the Victorian Curriculum achievement standards. The work samples can also inform interpretation of student achievement with respect to the national minimum standards in NAPLAN.

Each set of work samples was produced by students working at a particular level of the Victorian Curriculum Mathematics. Evidence of student achievement has been annotated, including evidence of both knowledge and skills addressed in the relevant achievement standard and common misconceptions in student learning in Mathematics. Advice is provided to support the planning of the next stage of learning for all students, from those who need to review underpinning knowledge and skills at a previous level to those who are ready to move on to new knowledge and skills at the next level.

The first [four work samples](#) are available on the VCAA website. Additional work samples will be published later in the year. Related professional learning opportunities and webinars will be available in Term 4.

For further information, contact Crystal Afitu, Mathematics F–10 Curriculum Manager: [afitu.crystal.c@edumail.vic.gov.au](mailto:afitu.crystal.c@edumail.vic.gov.au), (03) 9032 1746 (Monday and Thursday) or (03) 9031 3943 (Tuesday and Wednesday).

## English – speaking and listening work samples

These work samples support teacher understanding of the Speaking and Listening achievement standards in Victorian Curriculum F–10: English. Each work sample highlights the knowledge and skills addressed in the achievement standard and includes a task description, a video of a student reading, annotations on each video excerpt and advice to support the planning of the next stage of student learning.

Work samples for [Foundation–Level 2 and Levels 7–10 \(new\)](#) are available on the VCAA website. Samples for the remaining levels will be released later in 2019.

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

The following teaching resources have been recently published:

- [Economics and Business sample activities](#) – Pet ownership (Levels 5 and 6), Social enterprise (Levels 7 and 8)
- [Home Economics sample units of work](#) – Where does our food come from? (Levels 1 and 2) and Kitchen garden (Levels 3 and 4)
- [Science](#) – Where are dinosaurs in the Victorian Curriculum F–6 Science?

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.

## Professional learning for Principals and curriculum leaders

### Whole-school curriculum planning webinar (F–10)

The VCAA is hosting a professional learning webinar for all teachers and leadership on whole-school curriculum planning. The aim of this session is for participants to develop an understanding of curriculum planning and its part in driving learning. In the session, you will be lead through the importance of comprehensive curriculum planning, looking at the layers of planning and investigating the school self-assessment tool. You will also investigate how to use the curriculum mapping tool as the starting point for developing a curriculum that defines what your school values.

This webinar will be held 3.45–4.45pm on Thursday 25 July 2019.

[Register](#) your interest online.

### Register now for the Term 3 Professional Learning Program

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:

- Visual arts: Planning visual arts activities and constructing visual arts assessment (F–6), Thursday 8 August 2019.
- Performing Arts: Incorporating music, drama and dance in the primary classroom (F–6), Wednesday 14 August 2019.
- The Capabilities: Explicit teaching of the Capabilities (F–10), Tuesday 13 August 2019.
- Critical and Creative Thinking: Focus on metacognition (F–6), Thursday 22 August 2019.
- Health and Physical Education: Who is teaching Health in your school? Strategies for delivering a comprehensive Health education program (F–6), Thursday 29 August 2019.
- Health and Physical Education: Assessment in Health and Physical Education (F–6), Thursday 5 September 2019.
- Mathematics: Differentiating the Mathematics curriculum (F–6), Wednesday 21 August 2019.
- Science: Differentiating learning in the science classroom (F–6), Tuesday 6 August 2019.
- Science: Using picture stories to distinguish scientific fact from fiction (F–8), Thursday 15 August 2019.
- Science: Deepening students understanding of the science curriculum through meaningful and authentic direct experiences (F–10), Thursday 12 September 2019.

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



## Assessment

### NAPLAN important dates for 2020

NAPLAN 2020 paper tests have been scheduled to be conducted on Tuesday 12 May, Wednesday 13 May and Thursday 14 May 2020.

For schools undertaking NAPLAN Online in 2020, the test window will run from Tuesday 12 May to Friday 22 May 2020.

### NAPLAN Data Service professional development

The VCAA will provide professional development on the NAPLAN Data Service in Term 4. Further details will be provided to schools as soon as they become available.

## Victorian Certificate of Education

## Curriculum

### 2019 School-based Assessment Audit: Unit 4

All dates relating to the School-based Assessment Audit are published annually in the VCAA's [Important Administrative Dates](#).

Schools were notified of their audit requirements for Unit 4 through VASS on Monday 15 July 2019. The following screen in VASS contains the list of studies being audited:

School Program > VCE > School-based Assessment Audit.

The School-based Assessment Audit has two stages for Unit 4. The first stage consists of a study-specific audit questionnaire completed online by teachers on behalf of the school.

Responses to the audit questionnaire must be completed by Monday 5 August 2019. Before completing the audit, schools are recommended to:

- download a PDF copy of the audit questionnaire from VASS Downloads by searching 'AUDIT'. The PDF is for reference purposes and can be used to prepare answers to the audit before completing it online
- refer to the instructions provided at the beginning of each questionnaire. If there is not enough detail provided in response to the audit, or if an error is detected, schools will proceed to the second stage of the audit and be asked to provide further evidence.

The outcomes of the Unit 4 audit will be distributed to schools through VASS on Monday 9 September 2019.

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

Refer to [Notice to Schools 69/2019](#).

## Consultation for proposed study designs for VCE Studies

The consultation period for the proposed study designs for the following VCE studies will open in August 2019:

- [VCE Biology](#)
- [VCE Environmental Science](#)
- [VCE History](#).

A VCE First Languages Study Design Framework will be available for the following studies:

- [VCE Chinese First Language](#)
- [VCE Indonesian First Language](#)
- [VCE Japanese First Language](#)
- [VCE Korean First Language](#)
- [VCE Vietnamese First Language](#).

Further details will be provided via a notice to schools on 7 August 2019.

### Consultation closed

The draft proposed study designs for VCE Bridging English as an Additional Language, VCE Geography and VCE Latin were made available for consultation with stakeholders in June 2019. All feedback has been forwarded to the panels for consideration before the final draft study design is provided to the VCAA Board for deliberation.

The VCAA would like to thank everyone who responded to the consultation drafts.

## 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 Algorithmics \(HESS\)](#)
- [VCE Business Management](#)
- [VCE Economics](#)
- [VCE English Language](#)
- [VCE Indigenous Languages of Victoria: Revival and Reclamation](#)
- [VCE Literature](#)
- [VCE Music](#)
- [VCE Religion and Society](#)
- [VCE Texts and Traditions](#).

The online questionnaires can be accessed from the relevant VCE study webpage.

Refer to [Notice to Schools 68/2019](#).

### VCE Prescribed Lists 2020

Schools are advised that the following prescribed lists are available on the relevant VCE study webpage:

- [VCE Classical Studies](#): Classical Works Lists for 2020  
For further information, contact Gerry Martin, Curriculum Manager, History and Civics, (03) 9032 1694 or [martin.gerard.f@edumail.vic.gov.au](mailto:martin.gerard.f@edumail.vic.gov.au).
- [VCE Latin](#): Prescribed text 2020  
For further information, contact Maree Dellora, Curriculum Manager, Languages, (03) 9032 1692 or [Dellora.Maree.R@edumail.vic.gov.au](mailto:Dellora.Maree.R@edumail.vic.gov.au).
- [VCE Algorithmics \(HESS\)](#): Prescribed list 2020
- [VCE Applied Computing: Data Analytics](#): Prescribed list 2020
- [VCE Applied Computing: Software Development](#): Prescribed list 2020  
For further information, contact Phil Feain, Curriculum Manager, Digital Technologies, (03) 9032 1724 or [feain.philip.a@edumail.vic.gov.au](mailto:feain.philip.a@edumail.vic.gov.au).

### VCE Agricultural and Horticultural Studies (2020–2024)

From 2020, the reaccredited VCE Agricultural and Horticultural Studies Study Design (2020–2024) includes the specific pests, diseases and weeds to be studied. There will no longer be a Prescribed list of pests, diseases and weeds.

Teachers are reminded to use the [Prescribed list of pests, diseases and weeds for 2019](#) when teaching VCE Agricultural and Horticultural Studies in 2019.

For queries, contact Leanne Compton, Curriculum Manager, Design and Technologies: [compton.leanne.l@edumail.vic.gov.au](mailto:compton.leanne.l@edumail.vic.gov.au).

### Reaccredited VCE study design implementation briefings

The VCAA is conducting professional learning briefings for teachers of the following reaccredited VCE studies: [VCE Applied Computing](#) (formerly Computing) and [VCE Foundation English](#).

To register, visit the relevant VCE study webpage. Registrations will close five days prior to each session.

Refer to [Notice to Schools 70/2019](#).

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

Teachers and other stakeholders are invited to nominate texts for the 2022 prescribed text lists for VCE English/English as an Additional Language and VCE Literature.

Refer to [Notice to Schools 60/2019](#).

### School-based assessment webinar sessions for VCE Biology and VCE Psychology

Professional learning webinar sessions have been organised during Term 3 to support school-based assessment in VCE Biology and VCE Psychology with the aim to build capacity to develop compliant, rigorous and engaging VCE assessment tasks for each study.

Refer to [Notice to Schools 66/2019](#).

### Evaluation of VCE Physical Education: Focus groups

The VCAA is monitoring the implementation of VCE Physical Education in schools and is collecting data to inform the evaluation process.

Refer to [Notice to Schools 71/2019](#).

## Assessment

### Chemistry Data Book

Teachers of VCE Chemistry should note that an amendment has been made to the structural formula for cellulose on page 9 of the Data Book. This amendment clarifies the positioning of the brackets in the structural formula.

### Visual Communication Design

Teachers of VCE Visual Communication Design should note that fineliners, not exceeding 0.6 mm line width, have been included in the approved materials and equipment for use in the 2019 VCE Visual Communication Design written examination.

### Examination development panels – written examinations

Applications for positions on all 2020 VCE and VCE VET examination development panels will open on Monday 22 July 2019. Teachers and academics who are interested in examination development and have appropriate experience and qualifications are invited to apply. Information about the different positions on examination development panels and the conditions of appointment can be found on the [examination development panel application](#) webpage. Applications can be lodged via the [Sessional Staff Management System](#) (SSMS) website. Applicants for the following panels may also be working on examinations for the 2021 VCE on a Northern Hemisphere timetable:

- Accounting
- Applied Computing: Data Analysis
- Biology
- Chemistry
- Chinese First Language
- English/English as an Additional Language
- Further Mathematics examination 1 and examination 2
- Mathematical Methods examination 1 and examination 2
- Physics
- Specialist Mathematics examination 1 and examination 2.

Applications close Sunday 1 September 2019. For more information, contact the VCE Examinations Unit: (03) 9032 1789 or [examinations.vcaa@edumail.vic.gov.au](mailto:examinations.vcaa@edumail.vic.gov.au).

### 2020 VCE examination periods

The VCAA Board has approved the dates for the 2020 General Achievement Test (GAT) and VCE examination periods.

Refer to [Notice to Schools 67/2019](#).

### Structured Workplace Learning recognition new workplace learning records

Structured Workplace Learning (SWL) recognition 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. To find out how it works, go to the [SWL recognition](#) webpage.

SWL recognition is available for students undertaking a school-based apprenticeship or traineeship. In order to receive VCE or VCAL credit, students need to maintain and complete a workplace learning record.

To download the SBAT workplace learning record go to the [Apprenticeships and Traineeships](#) webpage. There is also a new workplace learning record for Plumbing, which can be downloaded from the [VCE VET Plumbing](#) webpage.

### VCE VET Electrical Program

The 22261VIC Certificate II in Electrotechnology Studies expired on 30 June 2019 and was replaced by 22499VIC Certificate II in Electrotechnology (Pre-vocational).

Further details about the revised program and transition will be provided in future editions of the *VCAA Bulletin*.

### New VCE VET programs to be included in Top Designs

The VCAA is pleased to announce the expansion of the VCE VET category in Top Designs (as part of the VCE Season of Excellence), dedicated to showcasing exceptional student work. From 2020, alongside VCE VET Creative and Digital Media, Top Designs will present works from the following VCE VET Programs:

- VCE VET Furnishing
- VCE VET Engineering Studies
- VCE VET Integrated Technologies
- VCE VET Music Industry (Sound Production).

Applications for Top Designs 2020 will open in early September 2019, with application forms and judging criteria being made available online.

For further information, contact the VET Unit: (03) 9032 1737 or Student Events: [SeasonofExcellence@edumail.vic.gov.au](mailto:SeasonofExcellence@edumail.vic.gov.au).

### Transport and Logistics Industry VET Courses for secondary students

Schools are invited to contribute to the design and structure of a VCE VET Transport and Logistics Industry (TLI) program. The program will:

- promote the TLI in schools by providing training to students considering a career in this industry
- introduce school students to the growing TLI as a career pathway
- provide defined credit for the VCE and VCAL.

Courses currently delivered to secondary students include Certificate II and III courses in Warehousing Operations, Logistics and International Freight Forwarding (Operator).

Schools located in regions that have significant transport and warehousing facilities and a desire to offer their students TLI courses are encouraged to express interest. Selected schools will be required to participate in up to two Reference Group meetings in 2019.

Email your expression of interest to Dennis Tonkin, Program Manager, VET Unit: [tonkin.dennis.j@edumail.vic.gov.au](mailto:tonkin.dennis.j@edumail.vic.gov.au). For further information, contact the VET Unit: (03) 9603 7952.

### Block Credit Policy

In 2019 special arrangements were provided to schools and registered training organisations to access the 2018 Block Credit Rules, where a student would receive credit at a lower than expected level. In 2020 no special arrangements will be in place and the full Block Credit Recognition policy will apply. For further information, go to the [Block Credit Recognition](#) webpage.

### VET Student Eligibility Reports

Schools are encouraged to run a VET Student Eligibility Report on VASS for all students who are undertaking a VET certificate (Student program > VET Reports > VET Student eligibility). It is important to ensure that students are receiving the correct credit for their VET.

### New VET success stories

Two new Get VET success stories are available on the VCAA website.

Samuel included VET Automotive in his VCE, gaining a Certificate II in Automotive Vocational Preparation. This program introduced him to welding and inspired him to undertake an apprenticeship in fabrication post-school. See [Samuel's full success story](#).

Bethany undertook a School-based traineeship in Business Administration during her VCE. This program led Bethany on a pathway to full-time employment while undertaking a Bachelor of Business. See [Bethany's full success story](#).

## Administrative advice

### 2019 Briefing sessions for chief supervisors and examination centre coordinators

The VCAA will conduct compulsory briefing sessions for chief supervisors and examination centre coordinators in July, August and September 2019. School personnel responsible for the conduct and administration of VCE external assessments are also expected to attend.

Refer to [Notice to Schools 61/2019](#)

### Enrolment application for 2020 in Units 3 and 4 of VCE second languages and VCE Chinese Language, Culture and Society

The 2020 enrolment application forms are due Friday 18 October 2019.

Refer to [Notice to Schools 63/2019](#)

### Last day for VCE Unit 4 or VCE VET scored Unit 3 and 4 units of competency withdrawal

Schools are reminded that Monday 22 July 2019 is the last day for VCE Unit 4 or VCE VET scored Unit 3–4 unit of competency withdrawals.

Refer to [Notice to Schools 72/2019](#).

## Professional development

### Professional development for newly appointed VASS users

The VCAA will conduct professional development training for newly appointed VASS administrators on Tuesday 23 July and Thursday 25 July 2019.

Refer to [Notice to Schools 62/2019](#)

## Bulletin board

### VATE Middle Years Conference

The Victorian Association for the Teaching of English is hosting its annual Middle Years Conference at the RACV Country Club, Healesville on Friday 16 August 2019. The conference offers professional learning for developing Years 7–10 reading and viewing, writing, comprehension, speaking and listening, engagement and enjoyment. It also features a keynote presentation on the teenage brain's role in learning and wellbeing and a selection of practical workshops with thought-provoking strategies for the English classroom. [Online registrations](#) are now open.