VCAA Bulletin

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

Making numeracy more engaging for VCAL students

The VCAA has released the VCAL Literacy and Numeracy Skills Units for implementation in 2019. VCAL practitioners will receive both a Curriculum Planning Guide and an Advice for Teachers to support the delivery of the units.

Two new VCAL Numeracy Skills Units have been introduced at the Intermediate and Senior levels. One of the highlights of these new units is the requirement for students to complete a numeracy based project plan. The aim is to help students improve their understanding and application of numeracy skills in the workplace.

In 2018, forty VCAL providers participated in a target group to deliver the VCAL Numeracy Skills Units. Throughout the year, they offered invaluable feedback on the units, including attending panel discussions and sharing their expertise.

The response was overwhelmingly positive. Larisha Rowney (pictured above left), a teacher at Mildura Secondary College who participated in the target program, commented: 'Well, I've actually never before seen students excited to learn maths and put it into their own project, confidently calling people, asking for assistance.

'I even had a student come from another class, who just wanted to be a part of this numeracy class that was so different. And he really enjoyed it,' she said.

According to Adam Roche (pictured above right), who teaches at Doncaster Secondary College, the new approach 'is easier to apply in the real world context'.

'I was actually able to give the students the new units and say "These are your four outcomes. Figure out where you think these might apply in the real world." And then we could start to base learnings and examples and teaching experiences around what they thought was interesting, what they thought was relevant to them,' he explained.

Further information about the 2019 VCAL Literacy and Numeracy Skills Units is available on the VCAL Teacher Resources webpage. Watch Larisha and Adam speaking on this video.

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VCE Season of Excellence

VCE Season of Excellence 2019 opens next week

This year's VCE Season of Excellence opens on Friday 15 February with Top Talks, celebrating the outstanding research projects of VCE Extended Investigation students from the 2018 cohort.

Hosted by Maxine McKew, Top Talks will be presented by the VCAA in partnership with State Library Victoria. Four students will each share their independent research in talks of approximately 10 minutes. Afterwards, there will be a Q&A session for the audience to quiz the students about their research.

Top Talks partner State Library Victoria has published an English and Literature research guide that provides extensive resources for students and teachers on every text available to study at VCE level. Refer to the bulletin board at the end of this issue of the *VCAA Bulletin* for further details.

More information about the Season of Excellence program, including events, dates and ticketing, is available on the VCAA website.

Top Talks 2019 presenters (L to R): Stephanie Barito, Luca Irmici, Kailyn O'Connor, Ryan Walker.

Extra concert for Top Class Music

An additional concert has been added to the program for Top Class Music 2019. It will be held on Monday 18 March 2019 at 7.30pm at the Melbourne Recital Centre, Southbank.

Refer to Notice to Schools 5/2019 for more information.

Ceridwen McCooey performing at Top Acts 2018.

Conceptual playworlds: Intentional teaching in action

The Conceptual Playworlds project, currently underway at Monash University, encourages early childhood educators to create narratives and settings for children to explore science, engineering and technology (SET). The project encompasses integrated teaching and learning approaches, one of the practice principles of the Victorian Early Years Learning and Development Framework (VEYLDF). The practice principle involves attunement to children, active engagement by and with children, sustained shared thinking and conversations, and intentional teaching.

The project is led by Professor Marilyn Fleer, recently awarded the prestigious Kathleen Fitzpatrick Australian Laureate Fellowship for her research into early childhood education. This is the first time the fellowship has been awarded for research in early childhood education. The five-year study will investigate how children form SET concepts in both educational and home environments, leading to the development of an Australian evidence-based model of teaching SET in play settings.

The project has launched the Conceptual Playworld app, which guides early childhood educators of four- and five-year-old children through a series of videos explaining how to create a conceptual playworld. The steps include choosing a story, designing spaces, planning play scenarios and establishing educator roles. The app is currently available for free download on Apple devices and will be available for Android devices in May 2019, with examples of conceptual playworlds for two- and three-year-olds, and five- to eight-year-olds.

Early childhood educators interested in participating in a longitudinal study of infants, toddlers and preschoolers in the second part of 2019 should contact Professor Fleer's research team at Monash University. There are also opportunities for four PhD students to participate in the program. Interested participants can contact Dr Sue March at sue.march@monash.edu.

For further information about the project and Professor Fleer's research, visit the Monash University website.

Marilyn Fleer engages children in a conceptual playworld at Preshil Primary School, Kew.

Do you need a copy of the VEYLDF or Transition to School Resource Kit?

The VEYLDF provides outcomes and practice principles to guide early childhood professionals working with children and their families. Complementing the VEYLDF, the Transition to School Resource Kit is designed for professionals working with children and families in the year before school and the first year of primary school.

The high-quality resources include a range of discipline-specific guidelines and practices to help early childhood professionals work with and support other professionals and families to achieve the best outcomes for each child.

Printed copies of the VEYLDF or the Transition to School Resource Kit can be ordered from the VCAA website. Electronic copies can also be downloaded from the VCAA website. Note that the resources are for professionals working with children from birth to eight years and are not intended for general distribution to families.

Curriculum

Guide to Formative Assessment Rubrics now available

To support teachers to use formative assessment rubrics when teaching the Victorian Curriculum F–10, the VCAA has developed the *Guide to Formative Assessment Rubrics* with the University of Melbourne's Assessment Research Centre.

The guide is designed to assist Victorian teachers to develop and use formative assessment rubrics to progress student learning. It also supports teachers to work together to interrogate the curriculum and use their professional expertise and knowledge to develop rubrics with measurable, student-friendly descriptions of skills and knowledge.

The guide comprises the following four parts:

- describing a learning continuum
- developing a formative assessment rubric
- collecting, interpreting and using evidence to plan for teaching and learning
- formative assessment rubrics in practice.

The examples in the guide focus on Literacy and Numeracy.

An earlier version of the guide was used during a series of professional learning workshops in 2018. Over 120 teachers worked with the VCAA and the University of Melbourne to test the process outlined in the guide and to put their rubrics into practice in a range of classroom settings. Participating teachers developed a deeper knowledge of curriculum and were encouraged to explore how to implement the curriculum with the use of high-quality formative assessment practices in their schools.

In 2019 a similar professional learning experience will be offered through an expression of interest process. If you are interested in participating this year, sign up to receive the *F–10 Curriculum Update*.

For more information about the *Guide to Formative Assessment Rubrics* and related professional learning workshops, visit the F–10 Resources and Support: Formative Assessment webpage.

Looking for advice about implementing Digital Technologies?

Developing an understanding of where to start and how the curriculum looks when implementing the Digital Technologies curriculum has been made simpler with the release of a series of video resources for teachers. This series of presentations vary in length and cover a range of topics, including algorithms, curriculum planning, digital devices and unplugged learning.

Created by classroom teachers involved in the Specialist Teachers program, the video presentations provide links to the Digital Technologies curriculum, lesson ideas and activities for teachers.

You can find the new videos resources on the Digital Technologies Video Resources webpage.

Online language assessments

Schools can access a range of online language assessments at no cost. Available in Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish, the language assessments support the teaching of Levels 5–6 and above.

Developed with and hosted by the Australian Council for Educational Research (ACER), the assessments provide teachers with a bank of test items that can be used to create a diagnostic report of a student's listening and reading skills. The report is available instantly and can be downloaded in an Excel format. It includes student information, the date of completion, raw scores and the percentage of correct answers, which can be presented as user-friendly charts.

The language assessments in 2019 have improved reporting functionality, giving teachers more information about student performance and growth over time. These will be added to each of the language assessments throughout the year, with the first set of preliminary scaled scores for French, Japanese and Italian due to be released in Term 1.

For more information, including how to register and access the language assessments, go to ACER's VCAA Language Assessments webpage.

Bushfire education

The VCAA Bushfire Education website provides a series of free teaching and learning resources for primary and secondary schools, suitable up to Year 8.

Resources are structured around the four themes of learning about bushfires, preparing for bushfires, responding to bushfires, and recovering from bushfires. The themes are explored through sequenced lesson plans, each having a specific learning intention and links to the relevant curriculum area and additional resources. The website also includes a gallery of over 140 images and links to other resources, digital media, fact sheets and task sheets.

For more information, contact the Victorian Curriculum F–10 unit at vcaa.f10.curriculum@edumail.vic.gov.au.

Assessment

NAPLAN 2019 test dates

NAPLAN paper testing and NAPLAN online testing will take place from Tuesday 14 May to Thursday 16 May, and from Tuesday 14 May to Friday 24 May, respectively. Refer to the NAPLAN Test Timetable webpage for further details.

The tests must be administered in the order, on the dates and within the times specified in the NAPLAN 2019 *Handbook for principals*. Under no circumstances may a test be conducted before the official test date or time. Note that the test security period has been extended in line with the NAPLAN Online test window and all tests must remain secure until Friday 31 May.

NAPLAN Online transition

This year, as part of the continuing transition to NAPLAN Online, approximately half of Victorian NAPLAN schools are expected to undertake NAPLAN Online tests in May.

The rest of the Victorian NAPLAN schools are expected to transition to NAPLAN Online in 2020. Further information regarding school readiness activities will be provided later in the year for schools transitioning in 2020.

For detailed information regarding NAPLAN Online, including test design and technical requirements, go to the NAP website.

Training for 2019 NAPLAN Online schools

The VCAA will provide training for NAPLAN coordinators and school staff for 2019 NAPLAN Online schools.

This training, alongside the *NAPLAN Online coordinator guide*, will cover the requirements to successfully use the Online National Assessment Platform (the platform) to administer the NAPLAN tests online. The *NAPLAN Online coordinator guide* will be distributed at the training and copies will also be sent directly to schools.

The training sessions will be held between Monday 4 March and Friday 22 March from 9am–12pm or 1–4pm. The sessions will be funded by the VCAA for up to two staff members per school (one full-day Casual Relief Teacher [CRT] payment per person). More participants are welcome to attend. A maximum of two CRT payments will be provided to each school.

The VCAA strongly recommends that schools take this opportunity to send staff to the funded training. Staff who have previously attended NAPLAN Online training will also benefit, as the training will cover changes made to the platform since the School Readiness Test in 2018, as well as important information for administering the tests in May.

Registrations close Friday 22 February 2019.

NAPLAN 2019 principals' package

The NAPLAN 2019 principals' package has been delivered to schools. The package includes an important information sheet about NAPLAN 2019 and login details to the Test Administration website.

The package also includes the *Handbook for principals*, with versions for both paper and online testing, as applicable. Part A of the handbook contains key information from the *National protocols for test administration* and the NAPLAN code of conduct. Part B of the handbook provides information relating to implementing NAPLAN 2019 in Victoria.

Principals must ensure that relevant personnel, including NAPLAN coordinators, have read and understood both sections of the handbook.

If you have not yet received a principals' package, contact the NAPLAN Helpdesk on 1800 648 637.

Requests to vary NAPLAN 2019 test dates

NAPLAN tests (other than catch-up tests) must be administered in the order, on the dates and within the times specified in the timetables provided. Schools with compelling reasons may request permission to participate in the tests in the week after testing (to Friday 24 May for paper testing and to Friday 31 May for online testing). This option is available only for classes or groups of students and not for individual students. As previously advised, schools that book a camp in test week will not be granted approval to vary NAPLAN test dates.

Under no circumstances can a NAPLAN test be conducted before the published test date. Request to Vary Dates forms can be found in the NAPLAN 2019 *Handbook for principals*. Completed forms must be returned to the VCAA by Friday 22 February.

NAPLAN Years 7 and 9 Numeracy tests use of calculators

The Years 7 and 9 Numeracy tests will be split into two sections: Part A, which requires a calculator, and Part B, in which students are not permitted to use a calculator.

For the calculator-allowed section of the Numeracy test, students completing NAPLAN Online will have access to an onscreen calculator. Students completing NAPLAN paper testing will be allowed to use a physical calculator to complete Part A of the Numeracy test. Additionally, students with a disability who cannot access the NAPLAN Online calculator can continue to access their usual physical calculator.

Schools must ensure that Years 7 and 9 students have access to, and are familiar with, a suitable calculator for the NAPLAN 2019 Numeracy tests. The Australian Curriculum, Assessment and Reporting Authority has confirmed that multifunction or internet-accessible devices, such as tablets and iPads, are not permitted for NAPLAN 2019.

Detailed instructions on how to administer the Numeracy test session will be printed in the NAPLAN *Test administration handbook for teachers*.

NAPLAN Writing test information

In 2019, as in previous years, there will be two prompts for the NAPLAN Writing test: one for Years 3 and 5, and one for Years 7 and 9. The genre for the Writing test will be either narrative or persuasive, and the same genre for all year levels. The genre for the Writing test will not be disclosed before the test day and students will not be able to choose the genre for their response.

The Year 3 Writing test will be conducted using paper tests for all schools, including schools transitioning to NAPLAN Online in 2019.

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

NAPLAN Test Administration website

The VCAA provides schools with the NAPLAN [Test Administration](#) website to enable a range of administrative tasks to be completed online. The website address is secure and requires a user ID and password to login. The login details are provided to principals in the letter accompanying the NAPLAN 2019 principal's package.

The website is currently available for the enrolment phase. During this phase, schools must complete the following tasks by Friday 22 February:

- a Statement of Compliance
- registering of authorised staff
- review of school contact and address details
- ordering of alternative format test books (large print, black and white, Braille and electronic).

In addition, schools undertaking online testing are asked to complete the following tasks by Friday 8 March:

- Technical Readiness Check
- NAPLAN test schedule.

Independent schools are also required to pre-enrol students by uploading data to the Test Administration website by Friday 15 February.

[Detailed instructions](#) to assist schools to complete tasks during the enrolment phase of the website are available on the VCAA website.

Student registration for NAPLAN 2019

Students undertaking NAPLAN 2019 tests must be registered via a pre-enrolment process. Pre-enrolment allows individual student details to be printed on test books and provides significant efficiencies in test administration.

As in previous years, the following processes apply for NAPLAN test pre-enrolment for Years 3, 5, 7 and 9:

- Government schools – through an agreement between the Department of Education and Training and the VCAA, students at government schools will be pre-enrolled in the NAPLAN tests based on their enrolment status on the CASES21 system, as of the 2019 February school census day. This means that government schools do not have to manually upload their enrolment data.
- Catholic schools – the Catholic Education Office Melbourne will collect and provide student registration information to the VCAA on behalf of Catholic schools, as part of the 2019 February school census process.
- Independent schools – independent schools are required to upload data files via the [Test Administration](#) website by Friday 15 February.

NAPLAN alternative paper test formats

Each student has different needs, and adjustments for NAPLAN paper and online testing must be determined on a case-by-case basis. For online testing, students with a disability should be encouraged to take the demonstration tests at their school, using their preferred device, to determine if they can access NAPLAN Online. Where students with a disability cannot access online testing, alternative format paper tests can be provided.

All NAPLAN test materials will be available in large-print and Braille formats. In addition, A4 black-and-white materials are also available. Requests for the interactive PDF, large-print, black-and-white and Braille materials can be ordered online through the NAPLAN Test Administration website.

The following formats are available in large print:

- N18A – A4, approximately three questions per page
- N18 – A3, questions displayed as per standard book
- N24A – A4, approximately two questions per page
- N24 – A3, approximately two questions per page
- N36 – A3, approximately one question per page.

Braille versions of the NAPLAN tests can be requested in either Grade 1 uncontracted or Grade 2 contracted, with single or double spacing.

An interactive PDF version of the tests is also available and enables students to answer questions on screen. This version may be suitable for students with a disability who use a computer as part of their usual adjustments and who are otherwise unable to access the tests through other adjustments for a disability. Note that the interactive PDF version is not NAPLAN Online.

Requests for alternative test formats must be submitted via the NAPLAN Test Administration website by Friday 22 February.

Curriculum

Reaccredited study designs for implementation in 2019

The following VCE studies have revised study designs for implementation in 2019:

- Accounting
- Classical Studies
- Dance
- Drama
- Extended Investigation
- Industry and Enterprise
- Languages Units 1 and 2: Arabic, Chinese Second Language (SL), Chinese SL Advanced, French, German, Greek, Indonesian SL, Italian, Japanese SL, Korean SL, Spanish and Vietnamese SL. Note that Units 3 and 4 of these studies will be implemented in 2020
- Philosophy
- Systems Engineering
- Theatre Studies.

Reaccredited study designs for implementation in 2020

The reaccredited study designs for VCE Agricultural and Horticultural Studies, Applied Computing and Foundation English are now available. These study designs are published online in the year before implementation on the relevant VCE study webpage.

These online publications are designed to assist teachers to prepare for the implementation of revised studies in 2020 and must not be used for the 2019 academic year. Updates and amendments to study designs are announced in the *VCAA Bulletin* and published on individual study webpages.

Implementation briefings for revised studies

In 2019 the VCAA will conduct statewide implementation briefings for teachers of revised VCE studies of Agricultural and Horticultural Studies, Applied Computing and Foundation English.

Full details of the briefings will be provided in the *VCAA Bulletin* and Notices to Schools during Term 1.

For further information, contact Robyn Douglass, Curriculum Program Manager on (03) 9032 1720 or at douglass.robyn.f@edumail.vic.gov.au.

VCAA consultation register now open

As part of the review and accreditation process for VCE studies, teachers and stakeholders are invited to join the VCAA consultation register for the following VCE studies:

- Biology
- Bridging English as an Additional Language Units 1 and 2
- English and English as an Additional Language
- Environmental Science
- Geography
- History
- Languages: Chinese First Language (FL), Indonesian FL, Japanese FL, Korean FL, Vietnamese FL, Classical Greek, Classical Hebrew and Latin
- Mathematics.

Teachers and stakeholders registered for consultation will be:

- notified via email once the draft of the relevant VCE study design is available online
- invited to respond via an online questionnaire
- given the option of allowing the VCAA to use their registration details to receive email notification of the implementation briefings for the revised studies in 2020.

Consultation drafts of the listed study designs will be available for consideration throughout the year. Each study or group of studies will have a four-week consultation period. The draft study design and consultation questionnaire will be available on the relevant VCE study webpage on the VCAA website.

School-based Assessment Audit in 2019

General information about the 2019 School-based Assessment Audit of Units 3 and 4 studies is available on the VCE General Advice and Policy webpage. Specific information relating to a School-assessed task (SAT) is located on the relevant individual study webpages for:

- Algorithmics (HESS)
- Art
- Computing – Informatics
- Computing – Software Development
- Product Design and Technology
- Media
- Studio Arts
- Systems Engineering
- Visual Communication Design.

Notification dates

Notification of studies selected for the Unit 3 School-based Assessment Audit will be released on Monday 25 February on VASS (go to School Program > VCE > School-based Assessment Audit).

Note the following dates:

- Monday 25 February – notification of studies being audited in Unit 3
- Monday 18 March – Unit 3 audit questionnaire responses due
- 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.

VCE studies with a SAT

The VCAA can collect student work through the School-based Assessment Audit. For VCE studies with a SAT, schools may be asked to provide photographic evidence that the works of three students addresses the related assessment criteria.

Further information about the School-based Assessment Audit can be obtained from Merry Young, Manager, School-based Assessment Audit on (03) 9032 1735 or at school.assessment.vcaa@edumail.vic.gov.au.

School-based assessment workshops for Further Mathematics Units 3 and 4

The VCAA will run two school-based assessment workshops on Friday 1 March and Monday 4 March, 9.30am–3.30pm for teachers of Further Mathematics Units 3 and 4. The workshops will cover the nature, purpose and scope of VCE school-based assessment, and the development and assessment of suitable application and modelling tasks for school-assessed coursework. As places are limited, schools can nominate only one teacher to attend one of the two workshops. The workshops will be held in the meeting room on Level 1, VCAA Assessment Centre, 189 Urquhart Street, Coburg. Register by Friday 22 February.

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

School-assessed tasks professional learning sessions

As advised in the *VCAA Bulletin* in November 2018, professional learning sessions for studies with school-assessed tasks (SATs) will be held in February in Coburg and in early March in Bendigo.

The dates, times and venue for the Bendigo sessions are yet to be confirmed. Teachers who register their interest will receive an email in February with these details.

Register to attend a session in Coburg.

Register your interest in attending a session in Bendigo.

For further information, email vcaa.vce.pd@edumail.vic.gov.au.

Administrative information for school-based assessment

SATs are now available for the following studies:

- Art
- Studio Arts
- Media
- Visual Communication Design
- Product Design and Technology
- Systems Engineering
- Computing
- Algorithmics.

For further information, refer to the relevant study design on the VCAA website.

VCE study design wall chart 2019

Schools will be sent a study design wall chart during Term 1. The chart, designed for VCE coordinators, teachers and librarians, is a quick visual reference of the accredited VCE study designs for 2019.

Each accredited study design is available on the VCAA website from the relevant study webpage. It is essential that teachers use the currently accredited study designs for course development and assessment of VCE studies.

VCE Philosophy text list 2019

The VCE Philosophy prescribed text list for 2019 is now available on the Philosophy webpage. For further information, contact Leonie Brown, Curriculum Manager, Humanities on (03) 9032 1693.

VCE English and English as an Additional Language, and VCE Literature text lists 2020

The VCE English and English as an Additional Language (EAL) and the VCE Literature text lists for 2020 are now available on the VCAA website. The lists are to be used with the following accredited study designs:

- VCE English and EAL – Units 1 and 2, 2016–2020; Units 3 and 4, 2017–2020
- VCE Literature – Units 1 and 2, 2016–2021; Units 3 and 4, 2017–2021.

Teachers should consider the lists in conjunction with the relevant text selection advice published on page 17 of the VCE English and EAL study design and page 15 of the VCE Literature study design.

VCE Drama playlist advice

This year, Lightning Jar Theatre Inc. will perform Anne Washburn's *Mr Burns: A Post-Electric Play*, which appears on the 2019 playlist for Drama Unit 3.

The theatre company advises it will perform the most recent playscript version of the play, which differs from the published version Unit 3 students will study. Unit 3 students are not required to study the performed playscript. This advice is given for teachers who intend to reference the performed playscript in their classes.

For further information, contact Margaret Arnold, Curriculum Manager, Performing Arts on (03) 9032 1681 or at arnold.margaret.j@edumail.vic.gov.au.

VCE Physical Education support material

Supplementary material has been developed to guide teachers in the approach to high-intensity interval training, as part of VCE Physical Education (2018–2021).

Refer to Notice to Schools 1/2019 for more information.

VCE Music

Prescribed lists

The 2019 solo and group lists of works are available on the VCE Music Investigation and the VCE Music Performance webpages. The same lists are used for Units 3 and 4 of both Music Investigation and Music Performance. Information about study specific requirements is provided on the lists. In 2019, the music publication details have been clarified, new works have been added, and works have been identified as due for deletion in 2020. The lists for Guitar – Classical, Voice – Contemporary, and Trombone have been the most substantially reviewed. An update is included in the introduction to the list for each instrument.

Note that for the majority of listed works, the cited editions are only recommended and equivalent editions may be used without seeking VCAA approval. Where a work is a specific arrangement or a transcription, it will have been generally published only in the cited edition. It is the responsibility of schools to ensure students perform only listed works or approved alternative works.

Music Investigation and Music Performance alternative works and instruments

Guidelines and application forms for approval of alternative works and instruments for solo performance are available on the VCE Music Investigation and VCE Music Performance webpages. Note that separate guidelines and application forms are provided for Music Investigation and for Music Performance. These forms must be submitted to the VCAA by 5pm, Wednesday 27 February.

Review of lists

Each VCE Music list includes information regarding the ongoing review process and how to submit suggestions of new works. For further information, contact Margaret Arnold, Curriculum Manager, Performing Arts on (03) 9032 1681 or at arnold.margaret.j@edumail.vic.gov.au.

Music Investigation Topic approval

Students enrolled in Music Investigation Units 3 and 4 must complete an Investigation Topic Approval form, available from the VCE Music Investigation study webpage. Schools must submit the completed form via VASS (go to Student Program > VCE > Approved Focus Area) by 5pm, Wednesday 27 February.

Note that it is the school's responsibility to:

- ensure each student is correctly enrolled in the study (VASS code MC05 3-4)
- enter the correct focus (instrument) code (a list of codes is available as a VASS download)
- submit a separate application for an alternative instrument, if applicable
- submit a separate application for an alternative work, if applicable.

Schools are not required to submit sheet music or audio files at this stage.

The VCAA will reply 'approved' or 'not approved' during March to the person identified on VASS as the Music Investigation school contact person. During the approval process, the VCAA may contact schools and request copies of sheet music and audio recordings of prescribed works.

Enquiries regarding this process should be directed to Margaret Arnold, Curriculum Manager, Performing Arts on (03) 9032 1681 or at arnold.margaret.j@edumail.vic.gov.au.

Victorian Certificate of Education

Higher Education Studies in the VCE program for 2019

Information about Higher Education Studies (HES) in the VCE program for 2019, including an updated list of participating universities and studies offered, is available on the VCAA website.

Schools must finalise VCE enrolments for students interested in applying for HES in the VCE course before Monday 6 May. A finalised school enrolment is required for universities to confirm a student's eligibility for their HES course.

Schools must also ensure that students have met the pre- and co-requisite requirements for their selected study.

VCE Extended Investigation professional learning day

Schools delivering VCE Extended Investigation in 2019 are invited to attend a professional learning day on Friday 22 February.

Sessions will provide practical information and advice for supervising teachers, and the opportunity to network with other schools delivering the study. The professional learning day will run from 9am–3pm at the VCAA, Level 7, 2 Lonsdale Street, Melbourne.

Schools are invited to send up to two representatives. The VCAA recommends that all VCE Extended Investigation supervising teachers attend. Casual Relief Teacher grants are available.

Register your attendance by Wednesday 20 February.

Accreditation periods for VCE studies

The following accreditation periods for VCE studies, as approved by the VCAA Board, came into effect on 1 January.

Accreditation period expires December 2019	Agricultural and Horticultural Studies Computing Foundation English	
Accreditation period expires December 2020	Biology (Units 1 and 2) Bridging English as an Additional Language (EAL) English/EAL Literature Environmental Science (Units 1 and 2) Geography	Foundation Mathematics General Mathematics Further Mathematics Mathematical Methods Specialist Mathematics History Languages: Chinese First Language (FL), Classical Greek, Classical Hebrew, Indonesian FL, Japanese FL, Korean FL, Latin, Vietnamese FL (Units 1 and 2)
Accreditation period expires December 2021	Algorithmics (HESS) Art Biology (Units 3 and 4) Business Management Chemistry Physics Psychology Chinese Language, Culture and Society Economics Extended Investigation Environmental Science (Units 3 and 4 only)	English Language Literature Food Studies Language: Indigenous Languages of Victoria – Revival and Reclamation Music Physical Education Religion and Society Studio Arts Texts and Traditions Vietnamese FL (Units 3 and 4)
Accreditation period expires December 2022	Australian and Global Politics Health and Human Development Legal Studies Media Outdoor and Environmental Studies Product Design and Technology	Sociology Visual Communication Design Languages – Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Units 1 and 2: Armenian, Auslan, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, Yiddish
Accreditation period expires December 2023	Accounting Classical Studies Dance Drama Industry and Enterprise Philosophy Systems Engineering Theatre Studies	Languages: Arabic, Chinese Second Language (SL), Chinese SL Advanced, French, German, Greek, Indonesian SL, Italian, Japanese SL, Korean SL, Spanish, Vietnamese SL Languages – CCAFL Units 3 and 4: Armenian, Auslan, Bosnian, Chin Hahkha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, Yiddish

Assessment

Examination materials: New and revised studies

Examination specifications are available on the relevant examination webpages for the following revised VCE studies that commence Units 3 and 4 in 2019:

- Accounting
- Classical Studies
- Dance
- Drama
- Extended Investigation: Critical Thinking Test
- Industry and Enterprise
- Philosophy
- Systems Engineering
- Theatre Studies
- VET Engineering.

Sample examination materials for these studies will be published on the relevant examination pages during Term 1.

VCE Music Style and Composition externally assessed task

Updated documentation relating to the VCE Music Style and Composition externally assessed task, including the marking sheet, is now available on the VCE Music Style and Composition Units 1–4 webpage.

VCE VET Creative and Digital Media software programs

Teachers and trainers of VCE VET Creative and Digital Media should refer to the Examinations and Assessment webpage for important information on operating systems and software to be used in the 2019 computer-based examination.

VCE examination periods 2019

The VCAA Board approved the 2019 VCE examination periods on 27 June 2018. The corresponding 2019 VCE written examination timetable will be published in May.

2018–2019 VCE on a Northern Hemisphere Timetable examination periods

The 2018–2019 VCE on a Northern Hemisphere Timetable examination periods are now available. The corresponding written examination timetable will be published in March.

Victorian Certificate of Education

VCE on a Northern Hemisphere Timetable: Applications for authorisation to deliver

The VCE on a Northern Hemisphere Timetable (NHT) operates from July to June and is available for a limited number of VCE studies. The alternative academic timetable may provide options for VCE providers and schools – both offshore and in Victoria – to create more flexible programs for VCE delivery.

Authorised providers and schools can offer VCE studies on both timetables. This may provide greater opportunities for students to complete some studies on one timetable and some on the other.

Studies offered on the NHT are subject to the curriculum and assessment requirements of the VCE calendar year before the NHT academic year.

The external assessment results of the NHT cohort will be subject to equating to ensure comparability with the results of the larger Victorian cohort assessed in the previous calendar year.

Providers and schools wanting to offer the NHT to students in Victoria are required to apply for authorisation to deliver on the NHT. Access to VASS enrolments for NHT students will be available only to authorised providers and schools.

The authorisation application form will be available on the VCAA website from Monday 25 March. The form is to be completed by VCE providers and schools wishing to offer classes in approved VCE Units 1 and 2 studies on the NHT in 2019–2020 and classes in approved VCE Units 3 and 4 studies on the NHT in 2019–2020 and/or 2020–2021.

A briefing for VCE and VASS coordinators will be held on Wednesday 3 April. Details of the briefing, including the registration process, will be published in the *VCAA Bulletin* in March.

The deadline for authorisation applications is Monday 6 May. General information about the NHT, details of the VCE studies available on the NHT, and the authorisation process are available on the VCE on a Northern Hemisphere Timetable: Curriculum and Assessment webpage.

Victorian Certificate of Applied Learning

VCAL quality assurance arrangements and webinar

VCAL coordinators and teachers are advised to participate in the VCAL quality assurance process.

Refer to Notice to Schools 3/2019 for more information.

VCE VET programs for 2019

The following VCE VET programs have been revised in 2019:

- Agriculture, Horticulture, Conservation and Land Management
- Building and Construction
- Business
- Creative and Digital Media
- Engineering
- Hair and Beauty
- Health
- Laboratory Skills
- Music Industry
- Small Business.

The following new VCE VET programs have also been developed:

- Plumbing
- Civil Infrastructure.

Teachers must be aware of the changes and current program booklets, as published on the applicable VCE VET program webpages. The VCE VET program changes for 2019 document provides individual program details for programs where:

- continuous improvement has resulted in units of credit and/or program structure changes
- redevelopment has been undertaken and revised programs are to be implemented from 2019
- a revised scored Unit 3–4 sequence is available for the first time in 2019
- a new VCE VET program has been developed.

Coursework audit 2018

Results and feedback from 2018 VCE VET coursework audits will be sent to principals and managers of the Assessing Group of the VCE VET program and registered training organisation (RTO) partners in February.

Teachers of VCE VET programs in audited schools should ensure they receive the outcome of their audit from their principal. If audit results indicate that improvement in task design is required, teachers should attend the relevant VCE VET scored assessment workshop.

VCE VET scored assessment workshops 2019

The VCAA will run its annual series of VCE VET scored assessment workshops in March at the State Netball and Hockey Centre, Brens Drive, Parkville.

The professional development workshops are for school and RTO-based teachers, trainers and assessors of scored programs. They will cover activities relating to the design and development of scored assessment tasks in each scored VCE VET program. This year's workshops will also introduce changes to scored assessment in VCE VET programs (effective from 2020).

Schools are requested to share this information with their RTO partners. Further information, including the workshop schedule and a registration link, is available on the VET Professional Development Activities webpage or by contacting the VCAA at vcaavet.pdreg@edumail.vic.gov.au.

Material to support scored assessment

Teachers and trainers wishing to update or review their VCE VET scored coursework tasks should refer to the Scored Assessment in VCE VET Programs webpage. Updated assessment plans for 2019 will be available for all scored VCE VET programs on the program-specific webpages.

VCE VET state reviewers

Applications are invited from Units 3 and 4 teachers for the vacant VCE VET state reviewer positions in the following program areas:

- Music Industry (Sound Production)
- Integrated Technologies
- Information Digital Media and Technology.

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 course work audits
- preparing feedback as a result of the coursework audits.

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

November 2018 statewide VET workshops

Presentation material and participant feedback collected from the November 2018 statewide VET workshops will be available later in February on the VCAA website.

VCE VET Engineering advice

Teachers and trainers must refer to Appendix 1 of 22470VIC Certificate II in Engineering Studies when preparing students for the end of Units 3 and 4 examination.

The appendix summarises the knowledge and skills required to be demonstrated for the award of the certificate. Some knowledge may be confined to elective units, however others can be reasonably expected to be known and applied when undertaking the unit MEMPE006A: Undertake a basic engineering project.

VCE VET Equine Studies advice

22246VIC Certificate II in Equine Studies has a new accreditation expiry date of 31 December and new students may not enrol 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.

VCE VET Hospitality feedback

The Tourism, Travel and Hospitality Industry Reference Committee is currently reviewing the training package products and the qualifications structure and pathways for the VCE VET Hospitality program. The committee seeks feedback from teachers and trainers on proposed key changes. The consultation paper and further information is available on the Tourism, Travel and Hospitality Training Package Development webpage of the SkillsIQ website.

Feedback can be provided by submitting an online feedback form by 5pm, Tuesday 12 February.

VCE VET Health supplementary advice for teachers

The VCAA is developing supplementary advice for teachers to support training and assessment for the VCE VET Health program.

The new publication will be developed by subject matter experts and provide teachers and trainers delivering the VCE VET Health program with ideas for practical activities, guidance on how to develop an appropriate program, support materials for scored assessment, and exam preparation strategies.

Further information will be provided in future editions of the *VCAA Bulletin*.

Revised VASS certificate types – VE1, VE2, VE3

The VASS certificate types that relate to VET: VES, NAP and VFE will be changing from 2019. Advice regarding the new certificate types and credit calculation will be included on VASS in the new school year.

Block credit recognition

The following new block credit recognition arrangements apply for VCE students commencing a VET certificate from other than the VCAA approved qualifications or an apprenticeship or traineeship:

- Certificate I qualifications do not provide any credit towards the VCE.
- Certificate II qualifications provide one VCE unit for each 90 hours of training completed at Units 1 and 2 levels. The credit will be in the following sequence: 1, 2, 1, 2, 1 and 2 up to a maximum of six units.
- Certificate III qualifications provide credit at the Units 1 to 4 levels in the following sequence: 1, 2, 3, 4, 3 and 4, up to a maximum of six units.
- Certificate IV and above qualifications provide credit at the Units 3 and 4 levels, up to a maximum of four units.

High-level qualifications enrolments and credit

Schools wishing to enrol students in Certificate IV or above qualifications are required to apply to the VET unit before students commence training. The application form and instructions are available at on the VCAA website.

Structured workplace learning recognition and workshops

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 VCE or VCAL. Schools can access SLWR on VASS from 2019. For details about implementing SWLR and fact sheets, refer to the SWLR webpage.

Information about SWLR workshops is available on the VET Professional Development Activities webpage.

VCAA to showcase new VCE VET programs for VCE Season of Excellence 2020

The 2020 Season of Excellence Top Designs will feature the following new VCE VET programs:

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

Outstanding students who complete the listed VCE VET programs (Units 3 and 4) in 2019 will be eligible to apply for the 2020 Season of Excellence.

Do you meet the requirements to deliver VET in 2019?

VET teachers must ensure they have the required Certificate IV in Training and Assessment qualification and units of competency to meet the Standards for Registered Training Organisations 2015 (Amendment 2017) by 1 April 2019.

Trainers and assessors must hold either a:

- TAE40116 Certificate IV in Training and Assessment
- TAE40110 Certificate IV in Training and Assessment, TAELLN411 or TAELLN401A, and TAEASS502 or TAEASS502A or TAEASS502B.

Note that teachers and assessors who do not meet this requirement will be ineligible to deliver or assess a VET qualification.

New Get VET resource posters

The following four new A3 posters are now available from the Get VET Resources webpage:

- What can I get from my VET? – a flowchart that shows how a student's VET may contribute to VCE, VCAL, ATAR, a nationally recognised certificate or a statement of attainment.
- Block credit recognition in the VCE – shows how to calculate the credit that a block credit program can provide towards the VCE.
- VCE VET program chart – provides a list of all VCE VET programs and shows if they can be undertaken as scored or non-scored. The chart also shows if a program offers Units 1 and 2 and/or Units 3 and 4.
- Find your passion and see what you can get with VET – encourages students to speak to their school and search online for information about VET in the VCE and VCAL that aligns with their interests.

Get VET videos

The VCAA is creating video resources to inspire and inform students and parents about incorporating VET in the VCE and VCAL. The videos will be shared through social media, the VCAA website and made available to schools for use in classrooms, presentations and information sessions.

We would like to hear from schools and training providers who would welcome the VCAA to film:

- students undertaking VCE VET programs
- students talking about their experience with a VCE VET program
- teachers and trainers talking about the benefits of their VCE VET program
- students undertaking Structured Workplace Learning
- VET coordinators sharing ideas about how they have made VET a success at their school.

To express your interest to participate in the Get VET video production, complete the online questionnaire by Thursday 28 February.

For further information, contact Matthew Braithwaite at braithwaite.matthew.g@edumail.vic.gov.au.

Administrative advice

Due date for initial enrolment data

Schools are reminded that the initial enrolment data for VCE, VET and VCAL is due Monday 25 February.

Refer to Notice to Schools 4/2019 for more information.

VCE school leaders' briefings 2019

VCE school leadership team members are invited to attend an important professional development opportunity that will be offered at a variety of venues during February and March. The briefings will provide VCE school leaders, particularly new VCE coordinators, an overview of current VCE matters and the opportunity to develop skills and knowledge that can be shared with teaching teams. Areas covered in these briefings will include:

- enrolment and school assessment, including 'S' and 'N' decisions and graded assessment, and the VCAA quality assurance process
- a curriculum update
- the process and key findings of the School-based Assessment Audit
- approaches to developing an effective internal assessment tasks
- an introduction to the VCE Continuum of Practice and how it can be used to identify best practice that supports student outcomes.

Note that these briefings do not replace the training provided for VASS or the VCE Exam Results Service.

The 2019 sessions dates and venues are as follows:

Date	Venue
Monday 11 February	Novotel, Geelong
Thursday 14 February	The Victoria Hotel, Melbourne
Friday 15 February	Amora Hotel Riverwalk, Richmond
Monday 18 February	Lady Bay Resort, Warrnambool
Wednesday 20 February	Horsham International Hotel, Horsham
Friday 22 February	All Seasons Hotel, Bendigo
Monday 25 February	Foothills Conference Centre, Mooroolbark
Wednesday 27 February	Mantra Bell City, Preston
Friday 1 March	Eltham Gateway, Eltham
Monday 4 March	Mercure Hotel, Mildura
Wednesday 6 March	Murray Downs Resort, Swan Hill
Friday 8 March	Quest Apartments, Wodonga
Wednesday 13 March	Frankston International, Frankston
Friday 15 March	Atura, Dandenong
Monday 18 March	Bellevue on the Lakes, Lakes Entrance
Wednesday 20 March	The Criterion, Sale
Friday 22 March	Warragul Mercure Hotel, Warragul

Sessions will be held 9am–3.30pm. To download a copy of the training schedule, go to the Professional Development webpage.

Register online via Trumba. Note that there is a limit of one session per participant and session numbers are limited. Once a session has been filled, Trumba will no longer accept registrations for that date. Registrations will be confirmed via the participant's email address. For more information, contact Student Records and Results on (03) 9032 1743 or at student.records@edumail.vic.gov.au.

VCE VET scored assessment workshops

A series of professional development workshops for assessors of scored programs (school and registered training organisation based) will be held in March. Refer to the VET Professional Development webpage for further information.

Analysing your school's VCE results

The VCAA is offering professional development sessions to assist school staff to analyse VCE results. Refer to Notice to Schools 2/2019 for more information.

Effective Mentoring Program

Early childhood teachers can now register for the 2019 Effective Mentoring Program.

This free, two-day program equips participants with mentoring skills to support beginning teachers and guide them through the Victorian Institute of Teaching's process to become a fully registered teacher.

If you have a beginning teacher at your service, make sure they have access to a trained mentor.

For more information, go to the Department of Education and Training's Improve Professional Practice webpage.

VCE English and Literature research guide

State Library Victoria has published a VCE English and Literature Research Guide, which provides extensive resources for students and teachers on every text available to study at VCE level.

Each text, including novels, plays, poetry, short stories and films, is supported by a list of available references from the Library's catalogue, as well as other supporting links to online readings, interviews, reviews and analyses. Links are also provided to live searches of the Library's databases, providing consistently up-to-date information on the wealth of resources accessible at the Library and remotely.

The guide will aid VCE students looking to extend and enrich their English and Literature studies, as well as teachers looking to develop student abilities to read and respond to the texts.

To get the most out of the guide, register for free as a Library user.