

VCAA Bulletin

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Award for VCE contribution to international education

Successful delivery of the Victorian Certificate of Education (VCE) Offshore Program was celebrated at the [2020 International Education Association Australia \(IEAA\) Excellence Awards](#), when our International Unit received the IEAA Best Practice in International Education Award.

IEAA's Excellence Awards recognise the outstanding contributions by individuals and teams to international education in Australia. They also provide a benchmark of excellence and good practice for the entire sector.

The Best Practice in International Education Award recognises the work of an individual or team that has contributed to international education through a ground-breaking development in international development, internationalisation of the curriculum, marketing or recruitment, international support programs, pathway, learning abroad or social inclusion initiatives.

We are extremely proud to receive this award, which is the result of 20 years of collaboration between the VCAA, Victorian schools and schools across the Asia-Pacific region. The VCE offshore program, established by the VCAA in 2000, comprises 26 programs in China and one each in Malaysia, the Philippines, Timor Leste, Vanuatu and Vietnam. More than 5600 offshore students have graduated with 94 per cent choosing Australia for their tertiary pathway.

The success and strength of the VCE offshore program is in the partnership model that exists between the VCAA, Victorian partner schools and offshore schools. Across our Victorian partner schools (Haileybury, Firbank, Peninsula Grammar, Thomas Carr College, RMIT, Virtual Schools Victoria and Holmes Secondary College) there are hundreds of school leaders and educators who contribute to the delivery of VCE offshore through establishing offshore partnerships, mentoring teachers in the delivery of curriculum and assessment, facilitating study tours and supporting students in making decisions about their tertiary pathways.

Schools interested in learning more about VCE offshore should contact Lisa Hayman, International Manager, VCAA: lisa.hayman@education.vic.gov.au.

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

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VCAL Achievement Awards applications closing soon

Nominations for the VCAL Achievement Awards for the class of 2020 close 5pm, Friday 20 November 2020. The VCAL Achievement Awards celebrate outstanding achievements of young people who participate in and complete a VCAL qualification. The awards also recognise the exceptional efforts of committed teachers and community partners who have played significant roles within the VCAL program. The VCAL Achievement Awards take place in Term 2 each year.

Elaya Carbone, Monbulk College, recipient of the 2019 Student Achievement Award, Senior Outstanding Achievement, can attest to the strengths of the VCAL program: 'Since commencing VCAL, I learnt a lot about myself and realised that given the right opportunities, I could achieve great things. VCAL has taught me things I could not have learnt through a textbook. The supportive environment lifted my self-esteem and confidence to take on challenges. VCAL has also made me aware that life is not all about just focusing on your career. It's also important to consider the needs of your community and contribute back to it.'

Full details about the application process are available on the [VCAA website](#).

Refer to [Notice to Schools 150/2020](#).

Early Years

Intentional teaching in early childhood

In 2018–2019 the VCAA engaged The University of Melbourne to validate and trial the use of the Improving Teaching Skills in Early Childhood Education (ITSECE) tool to address two significant findings:

- The E4Kids study, for which the tool was developed by Dr Karen Ishimine, reported that in Australia, the quality of instructional support (intentional teaching) enacted in early childhood education programs did not achieve a quality level that is associated with gains in child outcomes.
- The Australian Children's Education and Care Quality Authority (ACECQA, 2018a; 2018b) has consistently found that nationally, the Quality Areas requiring the most attention are those that address intentional teaching, responsive teaching and scaffolding, critical reflection and the enactment of the assessment and planning cycle.

The [Summary Report](#) has been published on the VCAA website, and is informing the development of professional learning from 2021. Details of the professional learning will be announced in the *VCAA Bulletin*, on the [VCAA website](#) and through the [Early Years Alert](#).

Early Years professional learning update

In February 2020 we planned to continue the Twilight Seminar series to be delivered at the Bastow Institute and made available to regional colleagues by Webex broadcast and YouTube recording. The Twilight Seminar scheduled for March was a success, but those planned for August and September were impacted by the restrictions on gatherings from April onwards.

We took the opportunity to transition the Twilight Seminars to an online format, rebranding them as Twilight Webinars. The changed format also meant that two additional events could be held in October and November.

The webinars have been presented as conversations facilitated by Catharine Hydon (VCAA Board Member) with various researchers and Mary Holwell (Manager of the Early Years Unit, VCAA). The CEO of VCAA has provided a formal welcome at each of the webinars.

The first three webinars introduced new VCAA resources and provided early childhood professionals with models of engagement with the different resources and the positive outcomes to their practice that will follow their engagement. The webinars have been recorded, and edited versions are made available on the VCAA website as a resource for educational leaders to use to provoke reflection and conversations on practice with their teams.

The move to delivery via online has substantially increased the 'reach' of the VCAA Early Years professional learning, with a large increase in rural and regional participants as well as some interstate participants. Participant numbers have increased across the series. The first webinar was delivered live to 400 people and now more than 600 participants are joining each webinar, while many others access the recordings.

Participants in each webinar are invited to complete an online survey, which supports improvements to professional learning delivery, and is an important opportunity to make suggestions for future webinars, which supports our planning for 2021. We are building on these connections to deliver 10 webinars in 2021, from February to November.

Follow-up communications with a range of participants is creating real opportunities for direct engagement with a range of early years stakeholders that will further support our projects and ensure we are 'connected' with a range of stakeholders. A further mail-out of VCAA Early Years resources will be undertaken before the end of 2020, to address the ongoing requests for copies.

Contact the Early Years team if you'd like more information about [professional learning](#) and resources for early childhood professionals: veyldf@education.vic.gov.au.

Curriculum

F–10 Curriculum professional learning 2021 program

The VCAA will be releasing its Semester 1, 2021 program and calendar of professional learning webinars, to support teachers implementing the Victorian Curriculum F–10. Details will be available from 30 November 2020, and will be announced through the *F–10 Curriculum Update*, Notice to Schools and the *VCAA Bulletin*.

To find out more about F–10 curriculum professional learning and to register for a webinar, visit the [F–10 curriculum professional learning](#) webpage. Subscribe to the [F–10 Curriculum Update](#) to receive information by email.

Recordings of professional learning webinars

Across Term 4, the VCAA hosted a series of webinars as part of its ongoing professional learning program to support the Victorian Curriculum F–10, including webinars on English as an Additional Language, Implementing the Capabilities, Bushfire Education and using the online Language Assessment resources.

Recordings of these webinars and additional resources are published, as they become available, on the [F–10 past professional learning](#) webpage.

Numeracy across the Victorian Curriculum resources

The VCAA, in collaboration with the Victorian Department of Education and Training, has published resources identifying the numeracy demands in Geography, Health and Physical Education, Science, Visual Arts and Visual Communication Design across Levels 7 to 10.

Numeracy underpins learning across the Victorian Curriculum F–10. While much of the explicit teaching of numeracy occurs in the Mathematics learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant numeracy demands. The Numeracy Learning Progressions are designed to assist schools and teachers in all learning areas to support their students to successfully engage with the numeracy demands of the Victorian Curriculum F–10.

Each of the new ‘Numeracy across the Victorian Curriculum’ resources identifies links between specific Numeracy Learning Progressions and specific content descriptions, achievement standards and contexts from one learning area. The resources are available on the [Numeracy cross-curriculum resource](#) webpage.

Note, the Numeracy Learning Progressions are provided as advisory material only and are not mandated as part of the Victorian Curriculum F–10.

Teaching for learning transfer: A literature review

Developing capabilities across the curriculum involves building capacity to transfer learning from one context to another. The VCAA commissioned a literature review in 2018 to identify understandings of learning transfer, its importance and how to improve teaching for learning transfer. While the literature review paid particular attention to critical and creative thinking, it is relevant to all the capabilities in the Victorian Curriculum F–10.

The literature review has been published on the [Overview of the capabilities](#) webpage.

Assessment

Resumption of NAPLAN in 2021

The VCAA would like to thank you for your understanding regarding the cancellation of NAPLAN in 2020 and would like to confirm that NAPLAN will resume in 2021.

Victoria is continuing to transition schools from paper-based testing to the online delivery of NAPLAN. In light of the impact on schools and learning due to COVID-19, the transition has been extended by the Education Council to 2022. This means that if your school was registered to complete NAPLAN Online this year, you will complete NAPLAN Online in 2021. If your school was to complete NAPLAN on paper in 2020, you will continue using paper NAPLAN tests in 2021 and move to online in 2022.

A principal's package with further information about the administrative tasks required to resume NAPLAN, for both forms of testing in 2021, will be sent to your school in the first week of Term 1, 2021.

The VCAA will continue to work closely with schools during this transition period. Schools that are yet to transition to NAPLAN Online will be required to complete a program of readiness activities and preparations from Term 3 in 2021 to support the full transition to NAPLAN Online in 2022. Further details will be provided to transitioning schools at the commencement of Term 1, 2021 to enable planning and scheduling of these activities, which will include training, a technical readiness assessment and the completion of school readiness testing.

Key dates for NAPLAN 2021

Event	Participant	Date
Handbook for Principals Packages NAPLAN sent to schools	VCAA to Principals	Thursday 28 January 2021
NAPLAN Refresher Training for coordinators of NAPLAN Online testing	NAPLAN Online schools	February 2021
School Student Practice Test Period	NAPLAN Online schools	Monday 22 March to Friday 30 April 2021
Coordinated Practice Test	NAPLAN Online schools	Thursday 25 March 2021
NAPLAN Test Period (online)	NAPLAN Online schools	Tuesday 11 to Friday 21 May 2021
NAPLAN Test Period (paper)	NAPLAN paper schools	Tuesday 11 to Thursday 13 May 2021
NAPLAN Online school readiness program	Schools due to transition to NAPLAN Online in 2022	From Term 3, 2021

NAPLAN Online and discontinued use of Android devices

It is important to note that from 2021, Android devices will no longer be supported for the delivery of NAPLAN Online. If your school has previously used Android devices for the testing, make sure you source suitable alternative devices for the 2021 test. This could also affect your students if your school has a BYOD policy and parents will need to be notified. A sample letter template explaining this change is available on the [VCAA website](#) and may be used to circulate to affected parents. The [latest device requirements for NAPLAN Online 2021](#) are available on the Australian, Curriculum Assessment and Reporting Authority (ACARA) website.

2021 NAPLAN Online refresher training for schools

Schools completing NAPLAN Online in 2021 will have the opportunity for staff allocated to coordinate NAPLAN to complete or revisit refresher training. To make access easier, the VCAA is providing training from February 2021 in a new online format, which can be accessed any time it suits the staff.

If you are new to the NAPLAN coordinator role, training is required to ensure that the online tests are effectively and efficiently delivered.

Access to the online training modules will be available in early Term 1, 2021.

Release of new VCAA Data Service for reporting NAPLAN results

The VCAA is pleased to announce the release of the [VCAA Data Service](#), which has been enhanced so that it is accessible on multiple browsers and easier for your school to access its NAPLAN Data.

The supported browsers are:

- IE (V11) on Windows 7
- Edge on Windows 10
- Safari on MacBook
- Safari on iPad (landscape only)
- Chrome on Android Pad (landscape only)
- IE (Windows 7)/Edge (Windows 10) on Surface Tablet (landscape only).

The VCAA Data Service now contains all past reports that were available through the NAPLAN Data Service extending back to 2008. The suite of reports for the NAPLAN tests completed on paper has not changed. Schools that completed NAPLAN Online will have access to five new reports as well as the School and Student Summary Reports (SSSR). The five new reports are designed specifically to report online results and replace the Item Analysis Report, Assessment Area Report and the Student Response Report.

Login details for the new VCAA Data Service are the same as those used for the old NAPLAN Data Service. Users are reminded to update any shortcuts or bookmarks to the new VCAA Data Service site address. A VCAA Data Service User Guide has been published to assist with accessing and interpreting the reports. NAPLAN results for both paper and online tests are reported on the same scale. As a result of NAPLAN 2020 being cancelled, no data is available for 2020.

We hope that you find the new VCAA Data Service useful and helpful. Feedback is welcome and can be provided by email to our service desk: vcaa.naplan.help@education.vic.gov.au.

If you have any queries or require further information or support, contact the service desk on 1800 648 637 or via email at vcaa.naplan.help@education.vic.gov.au.

Curriculum

2021 VCE School-assessed Tasks professional learning program

Professional learning for the following VCE studies with School-assessed Tasks will be provided during Terms 1 and 2, 2021:

- Algorithmics (HESS)
- Art
- Applied Computing: Data Analytics
- Applied Computing: Software Development
- Media
- Product Design and Technology
- Studio Arts
- Systems Engineering
- Visual Communication Design.

The purpose of this professional learning program is to provide teachers with a clear understanding of the delivery of the School-assessed Task, including authentication, administration and how to apply the assessment criteria and descriptors for the School-assessed Task in the relevant VCE study.

For 2021 the structure of this professional learning program will be a series of 'on-demand' videos for teachers of each VCE study to provide support for the School-assessed Task. There will also be further live webinars in Terms 1 and 2. These 'on-demand' videos and the live webinar dates will be published in the Notices to Schools and *VCAA Bulletin* in February 2021.

Contact the VCAA for further information vcaa.vce.pd@education.vic.gov.au.

2020 VCE written examination observation visits

Refer to [Notice to Schools 157/2020](#).

VCE Philosophy prescribed text list for 2021

Refer to [Notice to Schools 158/2020](#).

VCE Visual Arts: Collection of student work samples

Refer to [Notice to School 171/2020](#).

VCE Classical Studies Classical Works Advisory Panel applications

Refer to [Notice to School 172/2020](#).

Amended course prescriptions for VCE Classical Hebrew

Refer to [Notice to School 173/2020](#).

VCE study designs: Changes to accreditation periods and prescribed lists

To support teachers to focus on the continuity of learning in their schools during 2020, the VCAA Board and the CEO of the Victorian Registration and Qualifications Authority (VRQA) approved in May 2020 a 12-month extension to the accreditation periods for all accredited VCE study designs.

- Newly reaccredited VCE study designs that were due to be delivered in schools in 2021 will be delayed by 12 months and will be delivered by schools in 2022. These VCE study designs are: Biology, Bridging English as an Additional Language, Environmental Science, Geography, History, and Languages (Chinese First Language, Classical Greek, Classical Hebrew, Indonesian First Language, Japanese First Language, Korean First Language, Latin and Vietnamese First Language).
- VCE study designs currently under review in 2020 will now be delivered by schools in 2023 (rather than 2022).
- VCE Bengali Units 1 and 2 will commence as an accredited study, as planned, in 2021.
- All VCE accredited study designs and study webpages have been updated to reflect the extended accreditation period.

VCE Prescribed Lists for 2021

The VCAA Board have approved 12-month extensions to prescribed lists in the following VCE studies.

Study	2020 approved lists extended to 2021
Algorithmics (HESS)	<ul style="list-style-type: none"> • programming language requirements and alternative methods of computation
Applied Computing: Data Analytics	<ul style="list-style-type: none"> • software tools and functions
Applied Computing: Software Development	<ul style="list-style-type: none"> • programming requirements
Chinese Language, Culture and Society	<ul style="list-style-type: none"> • prescribed texts
Classical Studies	<ul style="list-style-type: none"> • Classical works list
Dance	<ul style="list-style-type: none"> • prescribed list
English and English as an Additional Language (EAL)	<ul style="list-style-type: none"> • text list <p>Note: The previously published 2021 text list has been delayed by 12 months and will be the approved text list for study in 2022.</p>
Literature	<ul style="list-style-type: none"> • text list <p>Note: The previously published 2021 text list has been delayed by 12 months and will be the approved text list for study in 2022.</p>
Music	<ul style="list-style-type: none"> • prescribed list of group works • prescribed list of notated solo works <p>Note: Items already marked for deletion at the end of 2020 will be removed from the prescribed lists and will not be replaced by new items in 2021.</p>
Philosophy	<ul style="list-style-type: none"> • prescribed texts <p>Note: Adjustments made to prescribed texts in 2020 are not applicable in 2021.</p>

The VCAA Board have also approved arrangements for the prescribed lists in the following VCE studies:

- [Drama](#) and [Theatre Studies](#) – Announcement of 2021 VCE Drama and Theatre Studies Playlists is likely to be later than usual this year to allow theatre companies to finalise dates and venues for 2021 as they await further advice on safety requirements in relation to COVID-19. The 2021 VCE Drama and Theatre Studies Playlists will be announced when this information is finalised and accurate.
- [Classical Greek](#) – Prescribed texts are published under the course prescriptions on the [New South Wales Education Standards Authority](#) (NESA) website. The prescribed texts for 2021 will be as published.
- [Latin](#) – Prescribed texts will be updated for 2021 and have now been published on the study webpage.
- [Texts and Traditions](#) – Set texts, passages for special study, and themes will be updated for 2021 and published in Term 4, 2020.

Professional learning webinars for teachers of VCE Languages

[Registrations are now open](#) for two webinars in December to support teachers of VCE Languages in the planning and preparation of curriculum and assessment ahead of the 2021 school year.

These webinars aim to provide teachers with support in designing the teaching and learning programs for Units 1–4 VCE Languages, and to assist teachers to develop assessment tasks. The webinars are available to schools at no cost.

- Tuesday 8 December: This session is for new and returning teachers of all VCE Language studies. The webinar will provide teachers with an overview of the VCE Study Designs and other relevant VCAA documents that can be used to plan their teaching and learning programs and to develop assessment tasks for VCE Languages for Units 1-4.
- Thursday 10 December: This session is for teachers of VCE Second Languages: Arabic, Chinese Second Language, Chinese Second Language Advanced, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish and Vietnamese Second Language. The webinar will support teachers to plan their teaching and learning programs and to develop assessment tasks for Units 1–4.

2021 VCE Briefings: On-demand videos and live webinars

The VCAA is offering an online professional development program for members of VCE leadership teams during Term 1, 2021.

The purpose of this professional development program is to provide VCE school leaders, particularly new VCE coordinators, with an overview of current VCE matters and the opportunity to increase knowledge and skills that can be shared with their VCE teaching teams.

For 2021 the structure of this professional learning program will be a series of on-demand videos for VCE school leaders covering information, skills and resources for leading the VCE in their schools. There will also be further live webinars in Term 1 and, as required, throughout the year.

These on-demand videos and the initial live webinar dates will be published in the Notices to Schools and the *VCAA Bulletin* in early February 2021.

The VCAA invites VCE school leaders to provide feedback on areas they wish to be covered as part of the 'on-demand' video series and supporting live webinars to help us develop a program that most effectively supports schools. To provide feedback, complete this [short questionnaire](#) by Friday 4 December 2020.

VCE school leaders are also encouraged, if they haven't already, to enrol in the online VCAA Senior Secondary Forum. The purpose of this Forum is to create an online space where VCE leaders can share ideas and resources, ask questions, connect with other VCE leaders, and seek help where needed in a collaborative and supportive way. For more information refer to the user acceptance form and Forum Community Guidelines that are available to download from VASS.

For more information, contact the VCE Curriculum Unit (03) 9059 5134 or vcaa.vce.curriculum@education.vic.gov.au.

Consultation period for VCE Mathematics study design

The consultation period for the proposed study design VCE Mathematics (to commence in 2023) will open on Monday 23 November 2020 and will conclude on Tuesday 9 March 2021.

Stakeholder feedback is an important part of the review and accreditation process for all VCE studies.

Interested teachers, students and other stakeholders can review the relevant VCE Mathematics consultation documents (including the proposed study design and *Summary of proposed changes to the study design*) and respond to the online questionnaire via the [study webpage](#) from Monday 23 November 2020.

For enquiries about the consultation process, refer to the study review plan on the study webpage or contact David Leigh-Lancaster, Curriculum Manager, Mathematics: David.Leigh-Lancaster@education.vic.gov.au.

Review of VCE studies in 2021

VCE studies are reviewed on a cyclical basis, according to their accreditation period, to ensure that the VCE continues to meet Victorian community expectations for high-quality curriculum and assessment.

In May 2020, to support teachers to focus on the continuity of learning in their schools during 2020, the VCAA Board and the CEO of the Victorian Registration and Qualifications Authority approved a 12-month extension to the accreditation periods for all accredited VCE study designs.

VCE study designs that were under review in 2020 will continue to be reviewed in 2021 and will now be delivered by schools in 2023 (rather than 2022).

The Study Review Plan for each study has now been updated and provides key information and updated timelines for the study review process for 2020–2021. This is available on each study's webpage.

To help guide the major review process, panels are formed to provide advice to the VCAA. The review panels formed in 2020 will continue in 2021.

- [Algorithmics \(HESS\)](#)
- [Art](#)
- [Business Management](#)
- [Chemistry](#)
- [Chinese Language, Culture and Society](#)
- [Economics](#)
- [English and English as an Additional Language](#)
- [Food Studies](#)
- [Indigenous Languages of Victoria: Reclamation and Revival](#)
- [Literature](#)
- [Mathematics](#)
- [Music](#)
- [Physics](#)
- [Psychology](#)
- [Religion and Society](#)
- [Studio Arts](#)
- [Texts and Traditions](#)

To help guide the minor review process, a writing panel is convened to provide advice to the VCAA. The following writing panels formed in 2020 will continue in 2021:

- [Business Management](#)
- [Chinese Language, Culture and Society](#)
- [Food Studies](#)
- [Indigenous Languages of Victoria: Reclamation and Revival](#)
- [Religion and Society](#)

Consultation drafts of the study designs under review will be available for consideration throughout 2020 and 2021 on the relevant VCE study webpages on the VCAA website according to the study review plan timeline. Each study will have at least a four-week consultation period.

For further information on the review of VCE studies, go to the [VCE General Advice and Policy](#) webpage.

Assessment

Guidance for students completing 2020 VCE Written examinations – translated versions

Refer to [Notice to Schools 165/2020](#).

2021 Special Examination Arrangements online applications

Refer to [Notice to Schools 166/2020](#).

Express coronavirus (COVID-19) testing results for VCE students

Refer to [Notice to School 170/2020](#).

2020 VCAL Briefings

Refer to [Notice to Schools 156/2020](#).

VCAL Induction

Refer to [Notice to Schools 162/2020](#).

Vocational Education and Training

VCE VET Statewide webinars

In December, the VCAA will host a series of webinars to provide support for schools, registered training organisations (RTOs) and organisations delivering VET to secondary students as well as essential information on updates for 2021, including:

- VCE VET essential information, including program updates, enrolments and trends
- VET in 2021
- Unpacking VASS VET reports: The what, why, how and when.

Stakeholders with an interest in VET delivered to secondary students are invited to register, including senior school leaders, school VET coordinators, careers coordinators, RTOs, VET teachers, Local Learning and Employment Networks (LLENs), cluster coordinators and other staff who are involved in VET.

Full details will be published on the [VET Professional Learning](#) webpage.

Application for VET unspecified credit is open

The VCAA has determined that students in their final year of VCE or VCAL in 2020 may be awarded unspecified credit for VET where the final assessment of the VET unit/s of competency (UoC) was unable to be undertaken prior to Monday 23 November 2020 due to the impact of the coronavirus (COVID-19) pandemic. Schools will also be able to seek an amendment to the VET results for VCE or VCAL students where training is undertaken after Monday 23 November 2020.

The unspecified credit will be in the form of VCE VET units or VCAL Industry Specific Skills and/or Work Related Skills Strands for non-scored VET qualifications.

It is critical that schools enter all known VCE or VCAL results prior to applying for VET Unspecified Credit as it will only be applied where VET is the only missing component of the VCE or VCAL.

Applications opened on Tuesday 3 November and close on Monday 23 November. Guidelines and the application form are available as VASS downloads. Further information will be provided through a Notice to Schools later in Term 4.

Refer to [Notice to Schools 164/2020](#).

High level VET qualification applications

Any qualification at Certificate IV or Diploma level is considered a 'High Level Qualification' for senior secondary purposes.

Schools or providers planning to deliver high level VET qualifications in 2021 are reminded that an application must be submitted and approved prior to commencement of any training.

The latest application form and instructions for high-level VET qualifications are available on the [VET block credit recognition](#) webpage.

VCE VET Business and VCE VET Information, Digital Media and Technology

The VET team would like to hear from experienced teachers/trainers interested in being a member of a VCAA reference group for the redevelopment of the VCE VET Business program and/or the VCE VET Information Digital Media and Technology program.

VCE VET programs are developed from the recently endorsed Training Packages, the Australian Industry and Skills Committee (AISC) has recently approved the following:

- [BSB Business Services V7.0](#) (BSBv7 training package has an extended 18-month transition period)
- [ICT Information and Communication Technology V6.0](#) (ICTv6 training package has an extended 18-month transition period).

Timing of the reference groups is subject to publication of purchasing guides. If you would like to be involved in the reference group for VET Business or VET Information, Digital Media and Technology, [register](#) online.

There are no changes to these programs for 2021.

VCE VET scored assessment task reviews

The normal audit process for VCE VET scored Units 3 and 4 tasks will not take place this year. The VCAA will instead provide the opportunity for schools to submit one or more of their tasks for review and feedback.

Schools seeking feedback and review of any or all three coursework tasks should email the VET team: vet.vcaa@education.vic.gov.au. Schools are advised to use the [assessment templates for task type](#) or [frameworks for task types](#) when seeking feedback.

Get VET

[Career pathways posters](#) are now available for the following VCE VET Programs: Agriculture, Horticulture, Conservation and Land Management; Applied Fashion Design and Technology; Automotive; and Building and Construction.

Read the latest [student success story](#) for VCE VET Building and Construction.

Visit [Get VET](#) and explore the wide range of program videos, student success stories, posters and flowcharts that can support you in informing students, parents, guardians and school communities about the opportunities available through VET in the VCE and VCAL.

VET Structured Workplace Learning (SWL)

Advice will be updated shortly by DET regarding students accessing SWL in Metropolitan schools. If students can start SWL again they will be able to access SWL Recognition from the start of their placement. If this is likely to apply to students from your school it is important to have the student enrolled in the appropriate industry area for SWL Recognition.

VCE VET State Reviewer vacancies for 2021

Applications are invited for the vacant VCE VET State Reviewer positions for 2021 in the VCE VET Kitchen Operations program area.

State Reviewers can be teachers of the program at Units 3 and 4 level. The VCE VET State Reviewer is a paid position and those appointed are required to undertake a range of activities including participating in VCAA professional development, providing feedback and advice to schools and RTOs, assisting in the preparation of published advice regarding scored assessment, conducting coursework audits and preparing feedback as a result of the coursework audits. Appointments will be made from 1 January to 31 December 2021.

For more information and to apply, contact the VET unit: vet.vcaa@education.vic.gov.au.

Update on revised VCE VET programs for 2021

Following updates to qualifications contained in the following VCE VET programs there may be changes to their implementation in 2021. Full program structures for 2021 together with transition arrangements will be published on the respective program pages:

- VCE VET Automotive – to be confirmed
- VCE VET Equine – changes are confirmed and published
- VCE VET Integrated Technologies – to be confirmed
- VCE VET Plumbing – to be confirmed
- VCE VET Building and Construction – to be confirmed.

VCE VET program summary and updates for 2021

The 2021 program summary and program updates will be available on the [VCE VET program](#) webpage in January 2021.

2021 Scored Assessment webinars

In 2021 a series of webinars for teachers, trainers and assessors of VCE VET scored programs will be held in Term 1.

Webinars will include a session for all assessors providing an overview of scored assessment and working through the new Scored Assessment Guide, this will be followed by individual program specific sessions. All teachers, trainers and assessors are encouraged to attend.

Webinar dates will be published in the Notices to Schools and the *VCAA Bulletin* in early February 2021. Further information on the webinar dates is available on the [VET professional learning](#) webpage.

For more information, contact the VET Unit on (03) 90321737 or vet.vcaa@education.vic.gov.au.

Delivery of the 2020 VCE and VCAL results packages to schools

The 2020 VCE and VCAL Certificates and Statement of Results for students who did not undertake a VCE Unit 3–4 sequence will be delivered by courier to the school's site address on Wednesday 30 December in metropolitan locations and Thursday 31 December in some regional locations. If delivery of a school package is not taken receipt of at the site address, the package will be held at the licensed post office (LPO).

In order to plan the delivery of the 2020 results packages to schools, the VCAA requires prior notification of alternative delivery arrangements or school closures.

Schools are required to:

- check that the school's site address is correctly recorded in VASS and notify the VCAA if a change is required.
- have a staff member present at school for delivery between 7am and 6pm
- check the school does not have a re-direction or any other impediment that would stop delivery of the package
- notify the VCAA if a graduation ceremony is taking place on the day of delivery
- notify the VCAA if the school will be closed on Wednesday 30 December (metro) and Thursday 31 December (regional) or if there will be no one in attendance
- notify the VCAA if the courier might need additional instructions to deliver the results package to the correct place.

As all packages need to be signed for, it is imperative that a staff member be present for the entire window or that alternative delivery arrangements are made promptly. If your school's package has not arrived, check your PO Box address.

The VCAA cannot guarantee delivery if the above requirements are not met.

Schools should advise of any delivery details or alternate arrangements by Monday 30 November. Contact Thi Duong, Project Manager Results Reporting, Student Records and Results: (03) 9032 1741 or student.records@education.vic.gov.au.

VCE results delivery in 2020

The VCAA strongly encourages, all VCE students enrolled in a VCE Unit 3–4 sequence to ensure they are able to receive their results by email on Wednesday 30 December. To do this, students emails addresses on VASS must be correct.

Schools must advise students that the VCAA also collects student email addresses for:

- Statement of Marks and Statement of Study Score delivery via email
- communications regarding other processes such as the Premier's VCE Awards.

The last date to change any details (including media and awards consent) is Friday 27 November 2020. Student email addresses must be an email address nominated by the student and not simply populated by the school with the school-issued email address.

The VCAA preference is for a personal email address for each student, although we are aware that some schools prefer the school-based email address to be used. If this is the case, schools will need to ensure that the school email address remains active up to the end of April in the year following graduation.

Principals/Directors should ensure that students who do not have an email address entered on VASS are encouraged to provide one as soon as possible.

For further information please contact Student Records and Results: (03) 9032 1741 or student.records@education.vic.gov.au.

VCE Collaboration Fund

Applications are open for the fourth round of VCE Collaboration Fund, which aims to support school partnerships that will broaden VCE subject choice for rural and regional students, providing \$1.24 million over four years (2019 to 2022) to approximately 100 schools. The Fund will provide one-off grants of up to \$40,000 to each successful partnership based on an expression of interest process. The funding can be used for things like engaging a facilitator, CRT for teacher time release to support the establishment of partnerships, purchasing learning resources, equipment, professional learning and developing collaborative timetabling arrangements across partner schools.

Choice of subjects is a key driver for school retention and completion. Increasing choice at VCE allows students to engage in courses that appeal to their interests and abilities and is likely to impact access to higher education, vocational education and training opportunities and employment prospects.

Schools from all sectors are invited to participate, provided at least one school in the partnership is a government school in a regional or rural area.

Applications for Round 4 funding close on Friday 27 November 2020, with a further round scheduled for 2021.

More information on this initiative, including the application process and expression of interest form, is available on the [Department of Education and Training](#) website.

Bangarra Dance Theatre: Online professional learning for teachers

On Thursday 19 November, the final in the Winhanga-rra (Hear, Think, Listen) series of teacher workshops will be held online from 11am to 2pm. The series has been supported by Creative Victoria.

Delivered by a team of Choreographers and Teaching Artists, these three-hour workshops explore how teachers and students can meaningfully and respectfully engage with Aboriginal and Torres Strait Islander histories and cultures in the context of curriculum, as well as through school community activities. Register online via the [Bangarra](#) website.

Harvard Data Wise Program 2021

Applications are now open for the 2021 Harvard Data Wise: Using Collaborative Data Inquiry to Build Equitable Schools program. In previous years, the program has been delivered in person at the Bastow Institute of Educational Leadership, however the 2021 program will be delivered online across 10 weekly live virtual workshops. School teams will also complete weekly learning activities in their own setting.

The program will explore the benefits of the Data Wise Improvement Process – a robust and validated approach to effectively using data to improve student learning outcomes. The program thoroughly prepares teams to launch the improvement process in their own setting.

The program will run from Wednesday 3 February to Wednesday 14 April 2021. Applications close Monday 7 December 2020.

School teams of three or more can apply. School teams should include a principal, a classroom teacher, and one or more teacher leaders such as literacy or numeracy leaders.

For more information visit the [Harvard Data Wise: Using Collaborative Data Inquiry to Build Equitable Schools](#) webpage, or contact Rachel Crellin, Senior Project Officer, Bastow Institute of Educational Learning: Rachel.Crellin@education.vic.gov.au.