

VCAA Bulletin

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

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Have your say about Victorian Curriculum F–10 implementation

We invite teachers, curriculum leaders and principals to take part in an important [10-minute survey](#) about implementing the Victorian Curriculum F–10. What is your experience of implementing the Victorian Curriculum F–10 in your school? What insights can you offer? What do you think of our associated resources?

This annual survey is part of our ongoing Monitoring Framework, which we started in 2018 to understand better the barriers and enablers schools experience to implementing the Victorian Curriculum. The survey results will help us identify which aspects of curriculum implementation are working well, and where we can

provide additional support to schools. The information collected through the 2021 Monitoring Framework, alongside previous years' data, will also inform our review of the curriculum in 2022.

The survey is open until Thursday 26 August. Don't miss out on this important opportunity to have your say.

Note: This survey is administered by Learning First, an independent evaluation company. All information collected and analysed by Learning First is held under privacy and confidentiality protocols and is de-identified before it is released to the VCAA.

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Message from our CEO

My appreciation again to our amazing education community for your ongoing resilience and cooperation during further COVIDSafe requirements.

As recently announced, we have postponed the General Achievement Test to a date to be determined. The safety of our students and educators has been paramount in this decision and we will continue to act on the recommendation of the Department of Health.

We will also continue the Consideration of Educational Disadvantage (CED) process this year to make sure final results are valid and fair for all students completing a VCE or scored VCE VET Unit 3–4 sequence. For more information, go to the CED FAQs on our [Schools and educators](#) page.

Please also check our website, [Notices to Schools](#) and future Bulletins for any updates to the information provided in this edition.



Senior Secondary Certificate Reform

This past month has seen a great deal of discussion on the draft certificate designs, which we released for consultation on Engage Victoria.

We received strong engagement from stakeholders. Over 2000 people joined our webinars and consultation sessions over the past month. We also received more than 300 responses through Engage Victoria, which is a terrific effort from our education community.

Front of mind for many of you is raising the profile and quality of vocational and applied learning programs to deliver better pathway options. You want students to have greater opportunities to make study and training choices aligned to their strengths and interests and to develop the skills and capabilities they need to succeed in further education, work and life.

I extend my thanks to the students, educators, leaders and community representatives who have been forthcoming with their feedback and reflections.

We will shortly release draft study designs for Vocational Specialisation certificate and draft curriculum documents for the Foundation Pathways certificate on our website. If you would like to be notified directly about these releases, please complete [this form](#).

VCE offshore

Many of you will be aware that the VCE is delivered internationally through a partnership model between licensed Victorian education providers and selected schools offshore. Currently there are 31 programs being delivered across China, the Philippines, Timor Leste, Vanuatu, Malaysia and Vietnam.

I was recently delighted to be one of the speakers at the 10th annual VCE Transnational Conference, launched by the Hon. James Merlino, Minister for Education. The conference was a wonderful opportunity to provide high-quality professional learning for teachers and mentors, and to come together to share practice and celebrate excellence.

Thank you to Firbank Grammar School, Thomas Carr College and Caroline Chisholm College for delivering the conference in partnership with offshore partner schools in China and AIDE Education.

A handwritten signature in black ink, appearing to be 'S. Gniel'. The signature is fluid and cursive, written on a white background.

Stephen Gniel
Chief Executive Officer

Plain English Speaking Award state final

Can you overcome racism with kebabs? Do our students need better education about what consent means? Is privilege all it's cracked up to be?

These were some of the questions that six passionate young people took to the stage to compete for the title of Victorian State Champion of the Plain English Speaking Award (PESA). Held in partnership with The Wheeler Centre, the state final was live streamed on Tuesday 10 August and watched by over 460 supporters.

Zuva Goverwa of Haileybury secured the winner's trophy for her speech 'Seen and not heard', contending that young people should be afforded greater opportunity to contribute their ideas about social and political matters.

'Competing in PESA and ultimately winning the state final has been such an incredible experience,' said Zuva.

'Through the competition I have met so many talented, intelligent and like-minded people. I am thankful that PESA gives us a forum to voice our opinions and passions.'

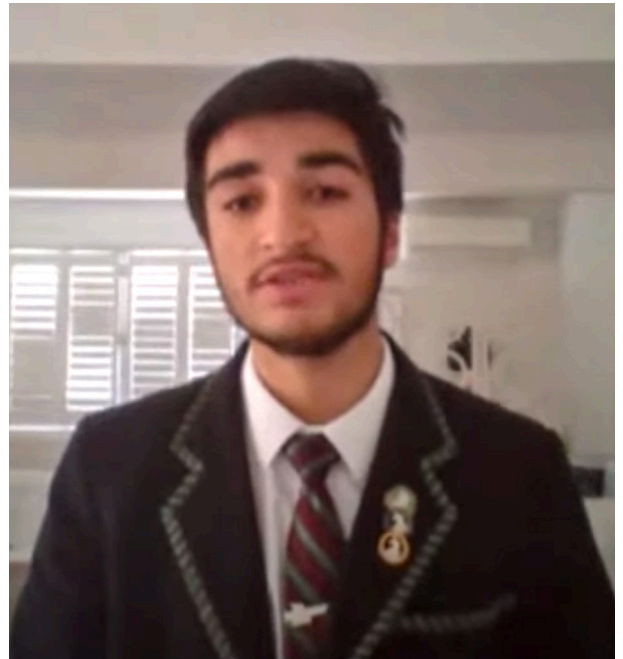
Zuva was followed by runner-up Leo Louis of Melbourne High School, whose speech 'Fixing racism with kebabs' focused on the hypocrisy at the heart of racial prejudice. The other contestants were Alexander Xing of St Kevin's College, Skyla Ruthven of McKinnon Secondary College, Gitaanjali Nair Penleigh of Essendon Grammar School and Leanne Sebastian of St Monica's College.

Zuva received a trophy from the Australia-Britain Society (Victoria) and will compete in the national final to be held online on Friday 3 September.

The winner of the National PESA competition will go on to compete at the International Public Speaking Competition in London, the world's largest youth public speaking event.



Zuva Goverwa, Haileybury, winner of the State final of PESA 2021



Leo Louis, Melbourne High School, runner-up of the State final of PESA 2021

Upcoming Early Years Twilight Webinar

[Register now](#) for our next Early Years Twilight Webinar, 'Noticing the red flags for children's learning and development: How an occupational therapy lens can support your work as an educator', to be held on Thursday 2 September, 5.30–6.30 pm.

Presented by Dr Anoo Bhojti, School of Allied Health, Human Services and Sport at La Trobe University, the webinar will help early childhood professionals who want to better understand:

- when educators should be concerned about children's motor development
- how educators can best support children's play skills and motor development.

We encourage you to refer to the following resources before attending the webinar:

- [We can't forget about physical skills in EYFS](#) by Julian Grenier (2021) – for deeper engagement with the ideas presented in the webinar
- [Early Years Wellbeing Practice Guide](#) – to strengthen understanding of the importance of wellbeing and support practices that establish strong foundations for children's lifelong wellbeing.

Discover our latest resources

Infant thinking and theory-making webinar

You can now watch edited vignettes from our April Twilight Webinar [Infant thinking and theory-making: Connections to frameworks and documentation](#).

The videos feature Dr Sandra Cheeseman, CEO of The Creche and Kindergarten Association, who discusses thinking and theory-making processes for children from birth to three years, including:

- How do we notice children's interests, ideas and provocations and then determine what is meaningful?
- What does it look like when children develop theories and what is our role in this process?
- What ways might we document evidence of children's thinking and illustrate links to children's learning and development?

You can also access a [supplementary fact sheet](#) written by Dr Cheeseman. It covers topics such as planning for meaningful learning and how to create conditions that promote children's curiosity.

Fact sheet for prep teachers

[Respectful relationships and responsive engagement](#) is the second in a series of eight fact sheets for teachers of children in the first year of school.

The series is focused on the Victorian Early Years Learning and Development Framework's (VEYLDF) Practice Principles for Learning and Development. The principles describe the most effective ways for you to work together with children and families to facilitate learning and development.

This fact sheet will help you, as a teacher of prep children, to align your professional practice with the VEYLDF and be confident that you are:

- working in ways that respond to what research tells us about how young children best learn
- best placed to build trusting and collaborative relationships with families and other professionals.

Find out more

Subscribe to the [Early Years Alert](#) to find out about upcoming webinars and professional learning resources.

For further queries, please email the [Early Years Unit](#) or call (03) 9032 1684.

Curriculum

Civics and Citizenship professional learning program

In collaboration with Monash University and the Australian Catholic University, we are providing a free civics and citizenship professional learning program open to all Victorian primary and secondary school teachers. It will be delivered in two modes – online or blended (online and face-to-face) – from Monday 6 September to Friday 15 October.

The program has already had an overwhelming response. We are taking expressions of interest from individual teachers and teams from the same school who would like to participate in the online program. Places are limited, so please register as a priority. Alternatively, there are places available for the Ballarat blended program on Wednesday 15 September.

The eight-module program will enhance teacher capacity in implementing the Victorian Curriculum Civics and Citizenship, Levels 3–10. It will develop teacher content knowledge related to the three strands: Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity. The program will also build teacher's pedagogical strategies, including integrating student voice and contemporary events.

The program will require a total time commitment of 10 hours. One day of CRT will be provided to schools for every participant, payable upon program completion. Participants will be awarded a digital badge as a record and certification of their achievement.

Register through [Monash University](#).

For more information, go to the [Civics and Citizenship professional learning](#) page.

New Digital Technologies on-demand videos

Teachers and curriculum leaders are encouraged to watch the new Digital Technologies [on-demand videos](#). Designed for teachers wanting to learn more about how to plan, teach and assess using the Digital Technologies curriculum, each video includes an introduction to the curriculum plus references to useful resources.

Stay up-to-date

Our F–10 subscriber platform has been updated with options for new users to choose specific areas of the F–10 curriculum they are interested in. [Subscribe](#) today.

Assessment

NAPLAN

Important dates

- School Readiness Test (SRT) – Monday 23 August to Monday 1 November 2021
- 2021 NAPLAN results release – Tuesday 31 August 2021
- Coordinated Practice Test (CPT) – Thursday 24 March 2022
- 2022 NAPLAN tests – Tuesday 10 May to Friday 20 May 2022

VCAA Data Service

This year, schools will be able to access the 2021 NAPLAN results through our new secure web-based [VCAA Data Service](#), which replaces the NAPLAN Data Service. The new service contains all reports since 2008, five new reports tailored to the online tests and the School and Student Summary Report (SSSR), provided by ACARA.

The VCAA Data Service will be temporarily unavailable in late August while we upload the 2021 data. We will inform you of the outage date closer to the time.

The full suite of Data Service reports, showing school, state and some national data, will be released after the 2021 NAPLAN results.

To access the VCAA Data Service, please use your current password and refer to the detailed online Data Service User Guide for NAPLAN.

If you have misplaced your User ID or password, please email the [Helpdesk](#) or call 1800 648 637.

Professional learning

At the start of Term 4 we will conduct our annual professional learning sessions for principals, NAPLAN coordinators and teachers. This year, in place of the usual face-to-face workshops, you will be able to attend the sessions via webinar.

The webinars will focus on interpreting the SSSR and the five new reports for schools that completed NAPLAN Online. You will gain insight into interpreting group and school-level outcomes and relative growth.

Look out for further updates in the Bulletin and Notices to Schools.

Victorian Certificate of Education

Curriculum

Consultations closed

Thank you for your recent feedback on the proposed draft VCE study designs under review in 2020–21. Consultations have now closed for the following studies:

- 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: Revival and Reclamation
- Literature
- Mathematics
- Music
- Physics
- Psychology
- Religion and Society
- Studio Arts
- Texts and Traditions.

Your feedback has been forwarded to our study panels for consideration, after which we will prepare the final draft study designs for Board endorsement and Victorian Registration and Qualifications Authority accreditation.

The accredited study designs will be published in Term 1, 2022 for school delivery in 2023.

VCE English and English as an Additional Language and VCE Literature 2024 text nomination process

Text nominations are open for the 2024 prescribed text lists for VCE English and English as an Additional Language (EAL) and VCE Literature in the following categories:

- VCE English and EAL List 1
 - novels
 - collections of short stories
 - collections of poetry
 - plays
 - films
 - graphic novels
 - non-fiction.
- VCE Literature:
 - novels
 - plays
 - collections of poetry
 - collections of short stories
 - other works of literature.

Please [submit your nominations](#) by Friday 17 September.

You must address the nomination criteria as set out in the online nomination form.

The English Curriculum Manager and relevant text advisory panels will consider all nominations and store them for future consideration.

For queries, please email the [English Curriculum Manager](#) or call (03) 9059 5141.

VCE Art, Studio Arts, Media and Visual Communication Design school-assessed task moderation webinars

Refer to [Notice to Schools 105/2021](#).

2022 VCE Chinese Language, Culture and Society prescribed texts

Refer to [Notice to Schools 106/2021](#).

2022 VCE Algorithmics (HESS) and VCE Applied Computing: Data Analytics and Software Development prescribed lists

Refer to [Notice to Schools 108/2021](#).

Assessment

Be on an examination development panel

Apply now for a 2022 VCE and VCE VET examination development panel role, including Examination Panel Chair, Examination Panel Member, Study Specialist and Examination Sitter Reviewer.

We encourage teachers and academics with the appropriate experience and qualifications, and who are interested in examination development, to apply.

[Find out more](#) and apply via the [Sessional Staff Management System](#) by Tuesday 31 August.

If you are applying for the following panels, you may also work on the examinations for the 2023 VCE on a Northern Hemisphere timetable: Accounting, Biology, Chemistry, Chinese First Language, Computing: Data Analytics, English/English as an Additional Language, Further Mathematics examination 1 and examination 2, Mathematical Methods examination 1 and examination 2, Physics, and Specialist Mathematics examination 1 and examination 2.

For queries, please email the [VCE Examinations Unit](#) or call (03) 9032 1789.

Senior Secondary Certificate Reform

Consultation on the draft curriculum

We will shortly release draft study designs for Vocational Specialisation certificate and draft curriculum documents for the Foundation pathways certificate on our website. Once again, we look forward to your invaluable feedback.

If you would like to be notified directly about these releases, please complete [this form](#).

Top Designs

The Season of Excellence provides a great opportunity to recognise outstanding work in a significant public setting. [Top Designs](#) (as part of the VCE Season of Excellence) presents works from the following VCE VET Programs:

- Furnishing
- Engineering
- Integrated Technologies
- Music Industry (Sound Production)
- Creative and Digital Media.

If you have a student who achieves an A or A+ for a Product Task, please encourage them to apply for Top Designs when applications open in September.

VET Champions to inspire students

Inspire students to pursue vocational and applied learning pathways by booking a VET Champion to speak at your school

The initiative promotes authentic Victorian stories of how people found a career they love. It is especially powerful for students in Years 7–10 who are making decisions about subjects and career pathways.

There are currently five VET Champions to choose from:

- Ashley Beeby, a heavy vehicle diesel mechanic
- Felicity Barnett, a head chef
- Kane Williams, an associate director
- Kelly Shotton, an electrical apprentice
- Liaqat Ahmadi, a student attraction officer.

VET Champions can take part in careers information sessions, individual classes, school assemblies and other school activities. They are available at no cost to your school and can visit in person or virtually.

To find out more and to make a booking, visit [VET Champions](#).

Structured Workplace Learning

Structured workplace learning (SWL) and work experience placements can take place on site in certain settings.

Please go to the Department of Education and Training's [SWL and work experience during COVID-19](#) page for the latest updates.

High-level VET qualifications

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 before commencing any training.

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

Teaching Excellence Program applications open

Are you a highly skilled teacher or do you know a highly skilled teacher who might be interested in taking part in the inaugural [Teaching Excellence Program](#) within the Victorian Academy of Teaching and Leadership?

The Academy will deliver advanced professional learning for teachers and school leaders commencing in 2022.

The Academy's flagship offering is the Teaching Excellence Program for highly skilled teachers from government, Catholic and independent schools across Victoria who wish to share and build on their expertise with other curious teachers to sharpen their knowledge, skills and dispositions.

Developed in collaboration with representatives from all school sectors, the program seeks to strengthen and extend evidence-based teacher practice across the state. Through the program teachers can find a pathway for deepening teaching excellence and advancing professional expertise and practice through disciplinary knowledge, the science of learning and contemporary pedagogies.

Apply now for this next exciting step in Victoria's commitment to celebrating, supporting and growing our exceptional teachers.