**[Alex Shepherd]:** Just going to pop that on record. Welcome today to our webinar on assessment practices that promote success in the VC, VM and VPC. I would like to start today by acknowledging the traditional owners in the land on which we meet and pay my respects to the elders, past and present, for they held the memories, traditions, and the cultures of the Aboriginal and Torres Strait Islander people across the nation.

My name is Alex Shepherd and I'm a senior policy officer here at the VCAA. Today here with me, we have Jo Binns, who's our education specialist and several special guests who have very kindly donated their time to join us this afternoon to talk about their assessment practices. The chat function has been disabled for this session, but you can ask questions through the Q&A function on WebEx. I will just let you know that our team do normally answer the Q&A section in the background, but we have very few people here today as they're all out and about at other schools. So if we can't get to your question today, rest assured, your email address has been recorded and we will get back to you in a couple of days and send you a response.

As our presenters are speaking today, if you would like closed captions, please press the CC buttons and I'm going to apologize in advance if we go slightly over time today. The slides will be sent out for you following the presentation if you need to duck off at 4:30.

So we are going to discuss the various aspects of assessment today. First of all, it's important to note that on the VCAA website, there are several resources pertaining to unit and coursework as well as suggested rubrics. Our aim today is to provide you with some alternative ideas from a range of different school settings so that you can get some ideas for assessment within your school context as we adjust to the new certificates. We acknowledge that your school may have VPC students learning in the VCE VM classroom, so that's why our advice today pertains to both certificates. And additionally, we hope to provide some support and advice for those who may be assessing integrated units.

We will be crossing live to three schools today where teachers will be sharing their approaches to assessing students this year. Whilst our presenters will be referring to specific subjects, the advice they're giving is general and we hope it can be applied to other subjects as well. We'll not be doing a deep dive into subject specific assessment today as we are aiming to run webinars during term two that specifically discuss each subject area, and I'm looking at you, numeracy, because I know that's what people want.

**[Joanne Binns]:** All right. Thanks, Alex. So today this webinar's going to cover some of the more technical aspects of assessment, and these are important to understand so that you as the teacher can feel confident in assessing students against the outcomes and learning goals of the courses you are teaching. We will also, as the title of this webinar states, be considering what that word success might mean in the context of assessment of the VCE VM and the VPC.

So this slide outlines one of our pillars of applied learning, which is assessment practices that promote success. Hopefully, you're familiar with the pillars of applied learning. They're outlined at the start of each study and curriculum design in the VCE VM and the VPC. But if you're not familiar and would like to know more, we have some great modules on our online learning platform where you can do some additional exploration about the pillars at your own pace.

The rules about assessment in the VCE VM and VPC abroad, which can potentially make them hard to read. So if you are feeling like that, it's a common feeling when looking at the study designs and curriculum designs early on. But the reason for this is because they're meant to provide flexibility for teachers and students to complete assessment in a way that promotes success for every student, allowing students those opportunities to meet the outcomes or the learning goals. This is that first part of the pillar, which is talking about using assessment methods that best fit the content and context, and allows for incremental indications of success.

Implicit in this is that these decisions are up to the teacher as you are the expert on your students, your context, and your school setting. Additionally, to promote success, we would like to see that the assessment practices afford students multiple opportunities for success in their assessment.

All right. In this next section of the presentation, we'll look at some of the nitty-gritty parts of assessment and get our heads around some of the terminology and structures that are important to know in the context of assessment. So the VCE VM and the VPC, in both of those we're using standards based assessments. So that means that in the VCE VM, the standard is the outcome, and in the VPC, the standard is the learning goal.

So it's against these outcomes or learning goals that students are assessed at an S or an N level. These outcomes and learning goals are outlined in the study and curriculum designs for each VCE VM and VPC subject. In order to meet that standard, that outcome, or that learning goal, the student must develop capacity in and demonstrate the relevant key knowledge and key skills in the VCE VM or the learning goal and applications in the VPC.

So one of the things to note in the VCE VM is that the key knowledge and key skills do not need to be individually assessed or explicitly taught. The key knowledge and key skills are encapsulated by the outcome and they don't need to be checked off like a checklist. The key knowledge and key skills are there to build your teaching program to deliver the outcome. So to highlight this a little further, we're going to quickly look at a literacy standard. Here, we've got the key knowledge lined up underneath the outcome. You will see in a moment how the different dot points under the key knowledge align with different parts of the outcome. So let's animate this and you can see that these different parts from the key knowledge match up to the outcome.

So for example, the outcome states that students should be able to demonstrate understanding of how text types are constructed, and that first dot point under the key knowledge talks about how students need to know about the structures and features of a range of different text types.

So you can see there how they line up with each other. And therefore, it's a reminder that the students need to achieve against the outcome. That's where you are providing that S or that N. Similar to the VCE VM in the VPC, the applications do not need to be explicitly taught or assessed individually. The applications are encapsulated by the learning goal, but again, do not need to be ticked off like a checklist and they're there for you to build your teaching program and inform what students do to when you're delivering a module in the VPC. And just like the previous slide where I showed how the key knowledge connects back to the outcome, the same thing goes for when you look at how the applications connect back to the learning goals in the VPC. And this is an example of that, looking at a PDS standard.

All right. So let's break down a VCE VM outcome a little further to consider what information is in there for the teacher and for the students so that you can understand yourself and that students can also understand what it would take to meet success. Here, we have a WRS outcome that outlines when the standard will be achieved. So here it states on completion of this unit.

It also outlines what skills and knowledge the student should demonstrate to meet the standard. So here, we've got identify and discuss likely employment growth areas. Next, we have how the student should demonstrate their achievement of the standard, and that is about, in this case, using their findings to develop strategies to improve future career prospects. This could of course be demonstrated in a variety of ways by the student. And finally, the word apply is important as it outlines the level of the standard the student must reach.

Similarly, in the VPC, the learning goal and applications outline similar information. So here is one taken from the PDS curriculum. We can also see when the standard will be achieved. So for VPC, for this one, it will be on completion of the module. We also have outlined what skills and knowledge the student should demonstrate to apply to meet the standard. The application here shows how the student should demonstrate their achievement of the standard. And highlighted in yellow are those keywords that indicate the level of the standard. So things like identify, demonstrate, use, and so on.

I just wanted to take a moment to look at the outcomes and learning requirements in numeracy as they are structured a bit differently to the other studies. We also have a numeracy module on VidVersity, or we have one for each subject area actually. So if you need some more information after this webinar, you could go and have a look at that. And as Alex said, we'll be running subject-specific webinars next term.

But here, you can see these two diagrams show the way in which both VCE VM and VPC are made up of the same three-phase structure. So we've got numeracy in context combined with the focus area or area of study, and that's outcome one in the VCE VM or learning requirement one in the VPC. Then we have the problem solving cycle, which is outcome two in the VCE VM, and learning requirement two in the VPC and the mathematical toolkit, which is outcome three in the VCE VM and learning requirement three in the VPC.

So this means that the general structure of the outcomes and learning requirements stays the same across each unit. The main thing that changes each time will be the use of different key skills and key knowledge from the area of study or focus areas that inform the mathematical skills that students need to demonstrate and the context in which those skills and knowledge need to be applied. And I'd also want to point out that the level of the outcome or the learning goal will increase in complexity from units one and two to units three and four. These outcomes or learning requirements should be considered together, although of course teachers will need to do some explicit teaching of skills at various points. That's completely fine.

So one way of thinking about this is to potentially think about it like cooking. All right? So you would choose what you are cooking based on a situation or a context. So for example, you might be cooking a cake for a birthday. This is like the numeracies that provide context to the mathematics. That birthday is the reason for making the birthday cake. Then you have your ingredients, which are really the key skills and knowledge from the areas of study in the VCE VM or the focus areas in the VPC.

You have your recipe which reflects the problem solving cycle, and then you have the tools you use, like the knife or the blender or the oven, which reflects the mathematical toolkit. These components all work together. You can't make a birthday cake necessarily by just looking at your oven. You need to have your ingredients, you need a recipe, you need other tools as well.

All right. So next, we thought it might be a bit helpful to consider what's different about the VCE VM and the VPC. So this slide shows some of the differences from the VCE. And the next we'll show some of the differences from VCAL in terms of assessment. So you can see here that we have scored assessments in the VCE and there's no scored assessment in the VCE VM and the VPC. In the VCE, students are ranked by a study score, but there's no ranking or study score in the VCE VM and the VPC. In the VCE, we have external assessments with statistical moderation. And across in the VCE VM and the VPC, it's school-based assessment only with the teacher being the professional who uses student evidence to determine whether a student has achieved satisfactory in an outcome.

Also, the mode of assessment is at the discretion of the teacher and the school. It's important to note that VCE VM has some required assessments, although there's a choice between several options for each requirement. So make sure you are clear on what these are by referring to the study design. And then in the VCE exams and timed assessments are commonly used. There are no exams in the VCE VM and VPC, and there is no need to use timed assessments if that is not a mode of assessment that you would like to use with your students. So really, the purpose of assessment is to give students opportunities to demonstrate their ability to meet the outcomes and the learning goals.

So looking now to how the VCE VM and the VPC are different from VCAL. In VCAL, we had the VCAL curriculum planning guide, and in the VCE VM and VPC, we have a study and a curriculum design that align more closely to VCE study designs in terms of things like the format, in terms of things like outlining the key skills and knowledge as part of that document.

The VCAL was using competency based assessment. And as I've mentioned before and shown you, the VCE VM and the VPC is standards-based assessment. So it's meeting the standard, which is the outcome or the learning goal. There's greater emphasis now in the VCE VM and the VPC on the pillars of applied learning, which I've mentioned earlier. And those have really been created with research that's come out of the past 20 years of running VCAL to create a program that's a strong pathway for students.

There's no need to have students repeat assessment multiple times to demonstrate competency or achievement of the outcome in the VCE VM and the VPC. In VCAL, there are a number of elements to tick off in order for a student to be able to demonstrate their achievement of their outcome. For VCE VM and VPC, the students only need to demonstrate that outcome or learning goal. And as we said, the key skills and knowledge or the applications don't need to be a checklist. All right, I will hand you back to Alex now, who is going to present the next section. Thank you, Alex.

**[Alex Shepherd]:** Thanks, Jo. So if you are having a look at the handbook, the administrative handbook, you will find all things to do with the VCE VM in the VCE section. This is the screenshot that I've just taken from the VPC and VCAL section as this will be coming in.

So there's a few things to remember here that students need to demonstrate their achievement in all learning outcomes for the unit to receive a satisfactory. So you can design assessment in a number of different ways, but you need to ensure that it is equitable and fair to all students. So some students do need extra time or assistance in completing the work that you've set. It is expected that you are flexibly delivering assessment here, thus promoting success for students by allowing them to complete all the outcomes. Students must demonstrate that they have achieved the outcome statement and assessment tasks should provide opportunities for practical application of the outcome.

The outcomes are made up of their key skills and knowledge. They give more context to the outcome statement, but if student has had the opportunity to meet the outcome statement, they will have met the key knowledge and key skills. And one of the biggest questions that we're receiving at the moment from practitioners, which I'll endeavor to answer, is there is no need to have a specific assessment task for each individual key knowledge and key skill that you're assessing.

So the question is, what does an S look like? An S or a satisfactory result will be awarded to the student who meets the learning outcomes or learning goals in the VCE VM and VPC. And this will be determined by the classroom teacher and then collated and the data input on VAS by the VAS coordinator. An S should not hang on one opportunity to demonstrate learning. So if students are not meeting the minimum requirements for an S in any class, it is expected that the teacher make reasonable adjustments or provide extensions for due dates so that students may meet the outcomes. If the learning is still not demonstrated by the student or if there is a breach of the VCAA's rules, then the student will receive an N for that unit.

So lots of people can be concerned about how to collect evidence and what is the right type of evidence to collect in order to deem that a student has received a satisfactory. When we talk about collecting evidence of student work, many teachers can be concerned with the right type of evidence. So for example, just written work. And we really want to move away from that idea, especially if you have students producing excellent evidence of learning in the format of say a podcast or holding a discussion with a class or completing a poster or artwork.

Additionally, students may need a modified program. So instead of writing a page responding to a particular prompt or question, they could write shorter responses to several questions to demonstrate their knowledge of the content, or they could have a verbal conversation with the teacher to show their understanding.

What we want to emphasize is there are many ways of collecting evidence, and it's important that you make sure that you keep track of student learning. So this may be in the form of a diary or an online system like OneNote. Now I'm going to introduce Meg Cook from Hume Central Secondary who is going to speak about her school and the ways in which they have approached assessment.

**[Meg Cook]:** Hi everyone. My name's Meg Cook. I'm the vocational and applied learning leader at Hume Central Secondary College. We are located in Broad Meadows and I currently work at the senior secondary campus. We have one year 10 applied learning elective. We have two VCE VM classes each at year 11 and year 12. We have one VPC class as well at year 11 and year 12, and that makes up approximately 100 students in our applied learning program.

We are very lucky. We have a dedicated weekly professional learning community to develop our VCE VM and VPC program with a team of about 14 teachers. And we decided to make the big change this year to VCE VM and VPC curriculum across both year 11 and year 12. Just to give you some context about how we run our program, we don't run a fully integrated program, so each teacher is responsible for their individual subject. However, across the year, we do run integrated projects at different points of the year.

So I just wanted to talk to you a little bit about my team's process in how we decide to create and design assessment. So what you can see here is the first page of our unit planner. This is created on Google Docs so that everyone in the team has the ability to collaborate on this document. And you can see here we've got our outcome statements and our key skills and key knowledge all on the one page, so we can see how we need to design our assessments.

You can see under outcome two, we've got lots of highlighted colors. So what we tried to do for unit three WRS is group the key skills and knowledge into different categories that we thought fit really nicely together to build our different assessments. And we decided that there was probably three key themes that came out of the skills and knowledge and the outcome statement, and that's where we were going to create our assessment from.

So the way that we go about designing our assessment is the first thing we do is we identify our key sources of information and knowledge. And you can see on the right here, this is also in the second page of our unit planner. We've got links to lots of valuable resources that we found across the internet that may help us build our assessment tasks and our teaching, and some ideas about what applied learning activities that we might also organize for our students as well.

And then what we need to do after that is we need to identify how we're going to address the key knowledge and skills in our assessment. And we really want to make sure that we include a variety of different assessment methods when we're assessing an outcome. So you can see down the bottom of the right-hand corner that we've decided on three different assessment tasks for our students for this outcome.

We, this year, have tried to align our language in the VCE VM and VPC with VCE. So the language we use for our assessment tasks are hurdle tasks, and they're like the formative or smaller tasks that we might get students to do throughout the outcome. And then we will have an assessment task towards the end of the outcome as well.

So the assessment that we decided on for this outcome was mini quizzes on the national employment standards, and this is just to get students to practice some multiple choice type style questions. And we thought this would also double up in preparing students for the GAT as well that they need to do in a low stakes way.

The second part of our assessment is we wanted to do a collaborative task, which students were working together and they were presenting. So we grouped students into groups to create a workshop presentation on either one of the three topics, bullying, discrimination, or sexual harassment. And then students need to teach their peers and provide a learning activity about those areas.

And our last assessment task was related to the individual student interest. So we got students to do a research project on paying conditions for a job that they would like to do in the future. So we have included at least one assessment that is really catered towards a student's vocational or personal interests as well.

The other thing that we do before we administer and the assessment is we identify with our team some different levels of achievement that we are expecting from students. With the change from VCAL to the VCE VM and VPC, we no longer have the foundation, intermediate and senior levels. And so we wanted to ensure that students were still striving for their very best in all the assessments they do. So we will either develop a checklist or a rubric that determines what students would need to do to demonstrate an excelling level in these tasks, an achieving level or a satisfactory level as well. And then obviously we communicate all this information in advance to students before they're starting the unit as well.

Next, I just wanted to show you a little bit about how we collect evidence and document evidence of an outcome. So you can see here each one of our teachers in their team has a Google spreadsheet in which they will document the completion of work from students. So you can see the different tasks that we have asked students to do across the top, and then we are awarding either an S or an N for those tasks. And then for the two major assessment tasks for this outcome, we've also awarded students a excelling, satisfactory or achieving grade as well. And then that helps us make a decision looking at these four pieces of assessment plus other learning activities that we've done throughout the unit, whether that student receives an S for that outcome based on the outcome statement.

So what we have started doing as well is developing rubrics for our assessment tasks. We don't have rubrics for everything, but we are developing them as we go. And you can see here this is a rubric for my year 11 literacy class where they're doing some creative writing and it's broken up into three different sections depending on whether we're focusing on the creative writing skills, the planning or the drafting process as well. And you can see here that we've got a not yet satisfactory, satisfactory achieving and excelling level. The way that we've written the rubric is in student friendly language and it's in positive language so that it's all about what the student has shown at that level rather than what they haven't shown. And we made a really key decision with the coloring of this rubric to ensure that it wasn't red, yellow, and green to indicate that something's low, something's medium or something's high or bad or good.

We've used the coloring of our school logo, yellow, green, and red... yellow, green, and purple. And this is to communicate that it's okay if some students are just working at a satisfactory level, but still really being able to acknowledge those students that are working above a satisfactory level at an achieving and an excelling level. So we really wanted to still reward and promote success for those students that, as I said, might just be at that satisfactory level. But then at the same time, yeah, still being able to acknowledge the students that are working above that as well.

We give these rubrics to students throughout the unit as well so that we can have conversations with them before the end of the unit about how they can improve on their work and their responses before the end. And that's been really successful for us. We've found students are quite motivated to improve their work when they can see exactly what they need to do to get to that next level.

I just wanted to quickly share an example of how we have done integrated assessment when we have individual teachers teaching individual subjects. So one of our biggest integrated projects that we do at the end of semester one is our market day. And each different area of each different subject has a kind of different role to play in setting up this market day where we invite our junior campus, the primary school and our staff and students to attend this market day and purchase products that the students have made. And then we donate the proceedings to charity.

So we can see literacy is allocated to organizing the advertising and marketing for the day. PDS is responsible for the product and service creation as well as deciding on the charity to donate the money to. WRS is in charge of logistics and planning, and we are going to use unit three outcome three for that, the collaboration and communication outcome. And numeracy focuses on the costing and budgeting of the day as well. And that's been a really successful project for us. Thank you.

**[Alex Shepherd]:** Thanks, Meg. So while we're on the topic of integrated assessment, we do need to consider how to assess students when completing integrated studies. With the VCE VM and VPC. You can easily integrate the four studies, literacy and numeracy, PDS and WRS. However, it is important to note that if you have a project that does integrate all four subjects, for example, the market stall or running a cafe, the students need to be assessed for each subject individually.

So for example, having a literacy assessment and numeracy assessment that goes alongside that larger project. One of the questions that we have that has popped up recently was does the student have to complete all dot points on the study designed to achieve an S for the unit or module? So the answer is no. If these have been included in the classwork or coursework, then you do not need to teach to each dot point like a checklist.

Now I'd like to introduce Hervaye Lobriza-Kalt and Surya Ganesan from Wantirna College who are going to speak on their approach to assessing numeracy in the VCE VM and VPC.

**[Surya Ganesan]:** Hi everyone. My name's Surya and I'm here with Hervaye. So just a little bit of background. I've been teaching VCAL and numeracy for VMUC for the last three years, and Hervaye has been teaching foundation and VCAL numeracy for the last six years. We come from Wantirna College, a small school... sorry, a large school outside East Melbourne. And we have 47 students in our year 11 VM class, 42 students in our 12 VM classes. And we also have a one year 11 class of VPC with 11 students.

So that's just a bit of background information. Now when it comes to how we assess at Wantirna College, we've recently moved onto developmental assessment rubrics, which has incorporated from Dylan Wiliam's style of Formative Assessment. And this has been a massive shift for us over the last couple years at Wantirna College.

And so it's been a bit of a hard task and with new study designs and the rotations and the introduction of the VM, we've also found it a very big task in developing these rubrics. But I thought I'd talk through some of the basics of how we got into this point, so that way, if you have any questions, you can let us know and we can also give you some support and maybe some ideas on how to develop these rubrics.

So it's like I said, we've been working on these rubrics for around three years. We first started with just taking the activities that we were doing in the classes and creating links to a rubric. Sorry. If we looked at the number theory, we did a task on positive and negative numbers when it comes to financial maths. And so we put that into the rubric. And then we did that bit by bit rather than trying to look at the entire study design of the key knowledge and key skills and become extremely overwhelmed by it, we thought let's work backwards first, take our first step by just doing this.

And then over the year after that, then we started looking at the key knowledge and the key skills that came in with the VM and going, "What are we teaching now and how can we connect that to what's been introduced in study design?" There wasn't any really big major changes. There was a couple of things that we weren't teaching prior, such as the health context and the civic context. And so we started using those connections and started putting those into our rubrics. And then over the last year, we've been able to kind of refine that a little bit more to make sure that we've got multiple opportunities and some of these skills on the rubric cross multiple things off. And so students can complete one activity and show us examples and evidence across multiple of these skills.

And so how we use them in our classes at the moment? So we, as our numeracy team in year 12 and year 11, we kind of split the work up to three main sections. We start with providing activities in a workbook. So a lot of our skill-based activities start from the workbook. Then we do a bit of context-based activity. So if you look at that top row of our rubric there, the satisfactory ends up being them showing the skills and the students showing that skill in the cooking context for this rubric. And then the third thing is we do a project that combines everything together.

And so the project we did for this rubric was a master chef unit where the students will then take all their knowledge and skills and take some recipes and then do some conversions and they'll eventually, at the end of the term, they'll cook that meal for guests that they invite to the school.

And this gives us students a lot of opportunities to show us those skills. And like we were saying before, and it's been discussed. We don't want to make it feel like a checkbox list where they have to do a particular task in order to get that particular skill and get that satisfactory. By doing two or three of those context-based tasks, the students are able to show us that skill and also verbally communicate what they have achieved and what they understand. And that gives us, again, a few opportunities and multiple exposures of what they're learning.

The benefits of the developmental assessment rubrics we found is for the students. It gives them a clear expectation of what we are wanting them to know and what we are wanting them to learn, and also gives them a very clear understanding of the task that they're completing and the skill they're expected to understand at the end of the task.

So for example, looking at, I can use a range of measurement tools. The students can see that the task connects to that clearly, and they feel like there is a sense of purpose to what they're doing. The biggest thing that we get when it comes to numeracy and mathematics as a whole is that sometimes students don't see the connections between real life application and what they're learning in the classroom. And so we try to make it as clear as possible for them that everything that we're doing has a connection to the real life that these students, particularly these VM students will experience at some point throughout their lives.

And the last thing is how do they promote success for students? And really for us, it's that idea of learning growth and the depth of understanding. So the way we mark our rubrics is we give them a three color grading. It's four colors, I guess. If it's white, it means we haven't assessed it yet or we haven't taught it. If it's blue, it means that we have not... Sorry, if it's orange, it means that we have not shown enough evidence. If it's gray, it means that they are provided one instance of evidence, but it might not show a full understanding of that skill. And orange means they've been able to show an understanding of what we're expecting from that skill.

And that way, the students can see the progression as we go through the unit of ticking off what they're doing and what the skills they've been able to apply. And the way that we track this and we collect this evidence is we use a Excel spreadsheet that's been shown on this slide.

And so as you can see there, there's three key sections. We have the yellow section, which is our workbook skills. We have the purple section, which is our OneNote skills, and we have the green section there, which is our project. And so this way, the students are able to show us that they are on track. And the first thing, I guess I'll work through the points to make sure I make sense, but the first thing is that we deconstruct the key knowledge and key skills and make sure that we are addressing as much as possible and that there might be one of these... Like the projects particularly they might cover almost eight to 10 dot points as overall. And that way, you're not sitting there trying to feel like, how am I going to teach all this content individually across the whole period of time? You're putting it, condensing it down into a summarized format that the students work over an extended period of time, but still are obtaining that knowledge.

And then the next thing is that the tasks compliment multiple key knowledge and key skills. And so something that we've done that's taken us a bit of time to get there now, but this thing that we are doing now is trying to create tasks that do cover multiple skills and multiple key knowledge and key skills rather than trying to address those, the mini tasks. And then the next thing for us is using the spreadsheet is the accountability and deadlines it provides to students. So when students know that we're seeking evidence of learning, they can look at this spreadsheet at any time and it keeps us both accountable, but also it makes us human. So the students know that maybe if we haven't gotten to the point of being able to mark them off yet because they've done a lot of work over the week, we can have that conversation with the student. They can come in, they can see what they've shown and also gives them an opportunity to express that they have done more than they've seen.

And so we create that conversation with those students and gives them an opportunity to explain their evidence of learning. And that also allows for that verbal communication of what students have learned and understood as well.

The next part is that it shows our process. So for our school we have a clear process on learning expectations and how students are tracking throughout that learning. And so immediately, by looking at this, you can see some students have ticked off all the tasks that have completed so far. And so that way, they show that they have a thorough understanding so far of what needs to be expected. And then there's some students that have a lot of reds as well.

We give our students a two-week turnaround to give to providers that work. So it makes allowances for illness, makes allowances for student absenteeism, which does happen sometimes with our VM courses. And so we give them that turnaround and then this keeps them accountable at all times, so they can see that if they are behind, they know exactly what needs to be caught up on.

And the last thing for me is that the first, the biggest thing when it comes to moving all your coursework from one study design or one study to the other one is digitizing what you already have. You might be using some really good workbooks, you might be using some really good printout projects that you already have, and just converting them to online mediums and using some online resources will allow you to make that task a lot easier for you to manage and you to assess as well as makes it really accessible for the students. Because a lot of these kids are really good with technology. And the moment we start using technology and incorporating that in our studies that allows them to feel like they are, what they're learning is part of the 21st century world. And I hand over to is going to Hervaye, who's going to talk about how we use our projects.

**[Hervaye Lobriza-Kalt]:** Awesome. Thanks for that, Surya. So pretty much what I'm talking about is retrofitting the old project from field VCAL study design to now the VCE VM study design. And then what I'm also going to add to it is just kind of some tricks and things that we've done here at Wantirna that we found are really helpful in engaging students in those bigger projects and really to turn those big high stake projects into small manageable chunks.

So first, I want to talk about retrofitting. I know with a lot of what we've talked about, we've talked about rubrics and everything, it's because the good thing about rubrics coming up the back of what Surya was saying is we use those developmental rubrics. So what we were able to do here at Wantirna was grab our own VCAL projects and actually match them up with those different rubrics and then we could see, okay, where are some things that we need to add to our project to really make sure we get from those key skills or knowledge from the study design in the VM and what can we take out that is no longer applicable?

Now, I know some schools don't have those rubrics there, so it can actually just be a case of you open up the actual study design, you look at your project and you highlight, okay, these are the skills, these are the key knowledges, and it helps you kind of to manage that workload because sometimes we know we're all busy. We don't have that time to be creating these new massive projects. So it's all about that case of working smarter, not harder, getting what you have, mapping it to the study design, seeing where you need to fill in some spaces.

And you might find honestly at the end of the day there's maybe five, four things that you need to add and then just going and running with that. Because I know when we did it, when we were looking at changing up our units, at the end of the day, we were able to run with about three quarters of our coursework and we only had to create one new unit and a few more extra activities. So that's something that your schools can do. If you have your rubric, map it to your rubric. If not, actually just go straight to that study design and then tick it off from there.

What I also wanted to talk about as well is just some of those key things that we found really work with getting that engagement with projects. So what we really found what was key was using stimulus, which is actually relevant and relatable. So as an example, what we did was a Sydney project. So at year 12 last year, we ran a Sydney camp where students went over to Sydney for a whole week. So what we did, rather than turning into a normal, they just go on camp, they do an activity afterwards, we integrated that with our teaching. So what we said to the kids to really get that engagement is, "Okay, you're going to go on this Sydney camp, you're going to have to go on these walking tours, but you are going to design it."

So that gave kids the deadline that they needed that accountability because they knew that if they didn't make that walking tour, we're going to be standing awkwardly in Sydney for a couple hours. So they had that accountability, they had that deadline, but also it was something that related directly to them and we turned it into kind of almost a how would you make it a holiday? How would you make it engaging, fun for you?

So that gave our year 12 a good sense of ownership over the project, the camp, and that whole experience for themselves. So we found the engagement in our cohort actually increased with that project. That project alone with that camp probably had the highest engagement than we did for our other topics. But another thing that we found as well is when you have those big projects, we found that a lot of kids were starting to procrastinate and it's normal. Kids will procrastinate when you say you've got eight weeks to do X, Y, and Z.

So what we started doing is we started doing a little bit of a one week on one week off. So for example here with our Making an Influence project, it had multiple parts to it. It was quite lengthy. So what we did was week one, we would teach the content. And then in week two, we would say to the kids, "All right, we taught you the content you can complete week part A now." So they would complete it in that week. Then in week three, we'd say "Your learning content would go up... new content, we're going back to your tasks, your activities. Now week four, you can work on part B." So what that allowed is that flexibility that we needed and really you could track those kids by setting small little checkpoints for them.

So really by about halfway through, you already knew which kids are going to be completing that task on time, which students will need a little bit more scaffolding, a little bit more support, and you are able to really break down the project into a manageable chunk. So we had a lot less students freaking out by the due date. They already knew where they were at, they knew what they could do.

So again, we do the one week, one week on and off. You could always do, you allocate one day. So you might say, Friday is your project day, Monday, Tuesday is your learning day, something like that. And you set up the checkpoints. So then students know what... Apologies, back to my phone. So students know actually what to do, what needs to come, and then they have that routine going. So when you set that routine, there isn't any kind of surprises or anything like that. And we found that really worked out for our kids.

**[Alex Shepherd]:** Thank you so much Hervaye. So as you can see, the rubrics do help to provide structure. And certainly if your school supports this system, you could be developing rubrics for the subjects that you teach. But what we do want to emphasize here is that you don't have to have a rubric for each assessment. They can certainly help to promote success in your class if this is what your young people are familiar with. But if you have had a cohort who have had trouble engaging with school in the past and you feel that this would not be in their best interest, then it's good to work with your team to discuss how you will award an S and that does not involve assessment with a rubric.

So now we're going to briefly touch on what happens if your students are not meeting the learning outcomes or goals. If you are a VCE teacher or have a background in teaching VCE, you may be familiar with redemption tasks. If the student hasn't submitted work that is... If the student has submitted work that is not over a satisfactory standard, then the teacher may redesign the task or activity for a student so that they have the opportunity to demonstrate their learning in a different manner.

We wanted to touch on this point as it is not really been part of VCAL in the past. So for many, coming from a VCAL background, you might not be familiar with this terminology. So when we're talking about redeeming tasks in the VCE VM or VPC classroom, we're assuming that the teacher is considering different learning styles and the diversity that exists in the classroom when creating assessments. So if the student is not meeting these learning goals and the teachers should consider reasonable changes that align with the student's abilities.

For example, in the exemplar on the VCAA website for VCE VM literacy unit one literacy for personal use, one of the tasks that has been suggested for the first outcome is an oral presentation. Here, the student would present to a class about a person who they would like to nominate for the award of being the difference. The options for the presentation are listed here, present in front of the class, make a podcast or record a vlog.

If the student is unable to complete any of these suggested modes of assessment to a satisfactory standard, the teacher could hold a conversation with the student where they ask about their nominee and can assess the student verbally in order for them to demonstrate their learning. Alternatively, the student could call in to the class or to the teacher via WebEx or Zoom or Teams, whatever platform your school uses.

This would be an example of an appropriate adjustment or modification of the assessments so that the student can achieve an S. And if the student presented in front of the class and did not meet the requirement for the S, the teacher having a follow-up conversation with the student where they can demonstrate these skills would be an example of redemption class. Now I'd like to introduce Christina from John Fawkner College to speak about her school's methods of assessment.

**[Christina Paizes]:** Hello. Thank you. My name's Christina Paizes, and I'm the Applied Learning Coach at JFC. Before I jump into sharing some examples of what we're doing at JFC, I'd also like to give you some context. We're a relatively small government school in the outskirts of the inner north, with a student population of approximately 350, with roughly a 70/30 split in favor of males to females.

The school has experienced significant change in recent years, including changes in leadership, staff changes that impact on the delivery capacity and the expertise within the school, range of differing student needs, of course, and the reality and the constraints that are associated with a small school budget and funding. And here it is.

So I'm going to kind of share what it's like at our school in relation to those constraints and assessment within our capacity and starting with where you're at really. I think it's really important for schools to have a look at where we're at and what approach each school is going to have to take in implementing assessment in the context of the new senior secondary certificate.

So each school needs to look at... and I suppose what we need to do was to differentiate ourselves as a school. And there are amazing things out there in terms of rubrics and great exemplars, but our school really had to start where our need was and that was taking a huge step back and understanding the culture of our school.

JFC very much came from a place where the VCAL was perceived as something less and something kicked back. So that's the first thing that we needed to address, and cultural change needed to be the focus. Having said that, then one of the first things we did was start at a year 10 level and look at the processes, the assessment processes at a recruitment and selection level at year 10, where we'd assess student readiness for a vocational pathway and also look for emerging employability skills in students.

So they really got a taste of how they might be assessed very early on. And then that informed their decision in terms of applying for the program. Which leads us to them understanding and us understanding the pillars of applied learning, which really underpin the assessment approach that we've taken here at JFC. So it starts with, I suppose, having a look at what is applied learning and what isn't applied learning and being very clear in terms of what that looks like both in the classroom, what the students see and what the teachers are planning in delivering.

So I guess for us, I think it's probably... I'm just trying to see if it's on the next slide. We sat down as teachers and we thought, well, what does applied learning look like in our classroom? We worked with our students to actually try to unpack those pillars. So assessment for us was quite, at one level, it was embedded into the recruitment process, so they had exposure to what they looked like initially or what they might experience.

Secondly, it was actually explicitly built into assessment tools. So one of the tools that were created was a checklist for teachers to use when they're designing their training or their learning and their activities and to ask ourselves, "Are we being true to the pillars?" So really the questions, when we unpack those pillars with the students, we said, "Okay, what does the learning look like in the classroom when it comes to motivation to engage in learning? Is the learning connected to the real world? Is it conducted in different settings? Does it build self-efficacy?"

So those questions were questions or are questions that not only we unpacked and looked at with the students right up front in induction, but they're also the questions that guide our planning from week to week.

Building these into assessment then... I think we can move on to the next slide. Yeah, great. So that brings us to how do we build that into assessment and how can we assess differently? So we use a lot of marking guides and verbal validation. We've developed tools whereby we can sit with a student, have a conversation, and use a consultative approach to have a look at what they've experienced during the week and to then make consciously get them to articulate links not only to the pillars, but also to how they're meeting the learning outcomes.

And we do that with two main documents. One is the reflective learning log, which has the pillars embedded in there in terms of checklists, and they reflect on those during the week, every week. And they say to themselves or in a group, sometimes we discuss it as a group and we ask ourselves, "Where have we experienced and how have we experienced the pillars this week in our classroom?"

Students also use another document, which is again, a consultation document whereby we talk through how they've met the learning outcomes in the different areas of study. So for JFC, we really needed to start at our point of difference and where we needed to really take a good hard look at what we wanted, what applied learning is or isn't. And pretty much, we start from scratch at a lot of levels because there was a team of maybe two, and I think there will be people out there that can identify and relate to that as well. Is there another slide there or is that...

**[Alex Shepherd]:** Nope, that was it.

**[Christina Paizes]:** That was it? Okay.

**[Speaker X]:** Yeah. Thank you, Christina.

**[Alex Shepherd]:** Thank you, Christina.

**[Christina Paizes]:** That's so good.

**[Alex Shepherd]:** Thank you to our guest speakers today. Our guest speakers have given us great examples and potential approaches to assessment that they're building within their schools. I'd just like to take a moment to say that it's always good to remember that when other schools are presenting, we're often seeing examples of work that has taken a team quite a while to perfect over time. I want to reiterate that each school should be working on what will work best in their context. I think that creating great new curriculum and assessment is a little bit like being on our own experiential learning journey. So trying things out, reflecting on how it went and working on what can be improved and involve students in those reflections as well.

Just as we finish up, I'm going to just briefly give a mention to our Flexible Delivery Policy, if that is applicable at your school, which it might not be for everybody's school. Just a reminder that the applications are due on the 1st of April, and if you have a look at the VCAA website, you'll be able to find the application there.

And finally, just a note on where you can find information on the different sections. As we said earlier, this PowerPoint will be sent out to everybody with links that you can click on. So if you want to have a look at any of the on-demand professional learning, any of the upcoming professional learning that's going to be taking place or joining a community of practice, you'll be able to follow the links there and have a look at everything. And I'd just like to give a little bit of a mention to the communities of practice, which many of them have kicked off this term already, which we've been to a few of them. Really, really great. Especially if you are the only person in your school providing VM or VPC, great to join a community of practice so that you can share resources with other teachers from other schools and have a look at what some of that student work is starting to look like and potentially moderate it for different subjects.

All right, so thank you everybody for coming today and thank you so much to our guest speakers for being here with us. We do encourage you to get in touch with us if you have any questions. So our email is the vcaa.seniorsecondaryreform@education.vic.gov.au. If there's anything that you've seen in the webinar today or any other aspects of implementing the new curricula, and we just have a little QR code that leads you to a feedback survey. So feedback is greatly appreciated as we do try to implement professional learning that is based on what the needs are for teachers at the moment. So if you could please take a moment just to fill out that very, very brief survey, that would be excellent. I hope everybody has a fabulous afternoon and a great evening. Bye.

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