Early childhood years 0–8 and middle years 8–16

Early childhood
Implementing the VEYLDF is a partnership between DEECD and the VCAA. A number of implementation activities are underway.

Implementation projects that are the responsibility of the VCAA include:

• evaluation of the VEYLDF implementation activities from July 2010 – October 2011
• an inquiry-based outcomes project to consider what children are demonstrating in the five learning and development outcomes across 0–8 years. Sixty early childhood professionals are working in three groups, one group with a particular focus on children from 0–3 years
• a discussion paper to inform the development of a framework for assessment and reporting (0–5 years)
• training modules for early childhood professionals working to support children learning English as a second language in the early years (0–6 years).
P–10 curriculum
The VCAA develops quality curriculum for the compulsory years of schooling (P–10), and a range of curriculum and assessment support materials to assist teachers in the implementation of their teaching, learning and assessment programs. The VCAA also provides timely and high-quality advice to its stakeholders related to the implementation of curriculum and the development of teaching and learning programs.

Victorian Essential Learning Standards
The VCAA has continued to support all schools in the implementation of the VELS through the provision of high-quality resources. A particular focus of 2009–10 was to consolidate engagement with stakeholders in all aspects of P–10 curriculum, and to engage schools and other stakeholders in consultation processes related to the development of the Australian Curriculum.

Achievements

• Successful application to DIIRD for funding of $200,000 over two years to support the development of a program to use Web 2.0 technologies to teach Aboriginal Languages in Victoria from Prep to Year 10. The VCAA Curriculum Branch is the lead organisation for this project and is working closely with partners from DEECD, the Aboriginal Community and Monash University.

• Two forums for 300 graduate teachers were conducted.

• Seventy tertiary educators attended the now annual forum where discussions focused on the development of a national curriculum.

• Stage 2 of the Sample Assessment Project in partnership with the Office for Policy, Research and Innovation in DEECD was progressed and aims to develop quality assessment instruments for Health and Physical Education.

• The update of the VELS website was completed.
P–10 assessment
National Assessment Program – Literacy and Numeracy 2009

The VCAA reported the results of NAPLAN 2009 to schools and parents in September 2009. Student results were referenced to the single national achievement scale, which consists of 10 bands. Each year level was reported against a range of six bands:

- Year 3: Bands 1–6
- Year 5: Bands 3–8
- Year 7: Bands 4–9

For the NAPLAN achievement bands, the higher the band, the greater the complexity of the skills assessed.

Parents of children who undertook the NAPLAN 2009 tests were issued with a report that showed their child’s achievement in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Individual results were referenced to the national average and the middle 60 per cent of all students who completed the test.

The reports to parents also provided interpretive text to assist parents in reading the report, described the content of each test and provided a summary of the typical skills and knowledge assessed at each particular band for each subject area.

One of the achievement bands for each year level is identified as the National Minimum Standard (NMS) for each year level. The NMS represents a wide range of the typical skills demonstrated by students at this level. Students with results in the band representing the NMS typically demonstrate the basic elements of literacy and numeracy for that year level.

### Relationship between year levels and the National Minimum Standard

<table>
<thead>
<tr>
<th>Year level</th>
<th>Below NMS</th>
<th>At NMS</th>
<th>Above NMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Band 1</td>
<td>Band 2</td>
<td>Bands 3–6</td>
</tr>
<tr>
<td>Year 5</td>
<td>Band 3</td>
<td>Band 4</td>
<td>Bands 5–8</td>
</tr>
<tr>
<td>Year 7</td>
<td>Band 4</td>
<td>Band 5</td>
<td>Bands 6–9</td>
</tr>
<tr>
<td>Year 9</td>
<td>Band 5</td>
<td>Band 6</td>
<td>Bands 7–10</td>
</tr>
</tbody>
</table>
National Assessment Program – Literacy and Numeracy 2010 and 2011

The VCAA implemented the NAPLAN in Victoria on 11–13 May 2010. More than 240,000 Victorian students across Years 3, 5, 7 and 9 undertook Language Conventions (spelling, grammar and punctuation), Writing, Reading and Numeracy tests within the testing period.

The tests were developed under the project management of ACARA and are based on the national Statements of Learning. The Australian Council for Educational Research (ACER) was responsible for the production of all test items.

Item development and test construction was done in consultation with the VCAA and Test Administration Authorities from all other jurisdictions, the Commonwealth Government and non-government school representatives. An independent Expert Advisory Group of internationally renowned experts in measurement and assessment also provided advice on issues relating to the quality of the tests and integrity of the data, and guided the methodologies applied in constructing and reporting on the national tests.

To ensure the validity of NAPLAN testing, all test items were trialled with a sample group of students across Australia prior to the construction of the final tests. The results from the trials were used to shape the construction of the final tests used for NAPLAN 2010.

Work has begun on NAPLAN 2011 tests and the process of item review is well underway. The VCAA continues to take a leading role in all aspects of item development and test construction, and provides expert advice about all other matters related to NAPLAN testing.

Achievements

• NAPLAN 2009 parent reports for more than 240,000 Victorian students across approximately 2300 school locations were delivered on time and within budget.

• NAPLAN school reports were delivered on time via the secure NAPLAN Data Service and supported with professional development for teachers, principals and curriculum leaders at multiple locations across Victoria.

• During the NAPLAN 2010 testing period, tests for more than 240,000 Victorian students were delivered to, administered by and returned from approximately 2300 school locations, within budget and to scheduled timelines. Marking of the NAPLAN Writing tests involved over 330 markers and centre leaders, working at the VCAA Assessment Centre, Coburg and Nunawading or from their own homes.

On Demand Assessment

On Demand Assessment is an online resource for teachers that offers tests designed to link to curriculum and standards. Both general ability tests and topic-specific assessments are provided. On Demand tests can be administered to a single student and/or a whole class.

Achievements

• For the first time, during the latter part of 2009, the VCAA trialled a series of new literacy and numeracy test items via the online On Demand Assessment system. More than 70 schools participated in the online trial. Statistical information on approximately 1500 new test items was received. The item statistics generated from the online trial will be used to incorporate new items into the existing literacy and numeracy computer adaptive tests – particularly at the upper end of student achievement.

The VCAA develops the curriculum and manages the assessment of the VCE and the VCAL.

The VCAA is responsible for developing and maintaining the recognition arrangements for vocational education and training within the VCE and the VCAL.