New Student Report Cards

DE&T software rollout and training
DE&T reporting software, developed by Semaphore Consulting Pty. Ltd., is currently being rolled out to all schools that have indicated that they wish to use the software to implement the New Student Report Cards this year. Circular S090-2006 – New Student Report Cards in 2006: DE&T Software was distributed to all schools on 28 March. This circular outlined the registration process and also details of training and support that is available to these schools. As outlined at the Term 1 Regional Briefings, software training will be completed by 30 April.

Commercial Software Compliance
Schools opting to use a commercial software supplier are advised that a process has been put in place to provide commercial suppliers with the opportunity to confirm that their software conforms with DE&T requirements. Schools can expect to be able to ask suppliers about compliance with DE&T requirements from 1 May 2006. For further information contact assessment.reporting@edumail.vic.gov.au.

FS1: Student Learning Professional Learning Package LIVE NOW

The Curriculum Planning Modules, Assessment Professional Learning Modules and the PoLT Online Resource are now available online to assist schools to plan professional learning to support their implementation of the Victorian Essential Learning Standards. A three day training program for school curriculum/professional learning leaders will be conducted in regions throughout Term 2, 2006 (refer below).

There are three components to the Student Learning Professional Learning Package. These are:

1. Curriculum Planning Modules

   The Curriculum Planning Modules assist schools to:
   - develop whole school curriculum plans and program plans for cohorts of students that reflect a strong understanding of the Victorian Essential Learning Standards, the Principles of Learning and Teaching P-12 and the Assessment and Reporting Advice, based on the school profile
   - develop a whole school curriculum plan that reflects the needs of the school community
   - develop program plans for cohorts of students that will best support their learning.

   The two modules comprise learning activities, professional reading and facilitator’s notes.
2. Assessment Professional Learning Modules

The Assessment Professional Learning Modules will help teachers to build integrated and effective assessment practices that assess students’ progress towards the achievement of the Standards. The Modules aim to assist teachers to:

• understand the Assessment Advice and assessment principles including the distinctions between, and importance of,
  • assessment of learning,
  • assessment for learning and
  • assessment as learning, and how these impact on learning and pedagogy;
• audit ways in which they currently incorporate the Assessment Advice into their practice;
• design assessment tasks that monitor students’ progress towards the achievement of the Victorian Essential Learning Standards;
• design assessment processes that provide feedback into teaching programs to improve student learning;
• create opportunities for student reflection and self and peer assessment to improve learning; and
• make more consistent teacher judgements about student learning using the Standards.

The modules have been designed as a flexible resource which can be tailored to meet the needs of individual schools.

3. PoLT Online Professional Learning Resource

The PoLT online Professional Learning Resource has been designed to assist teachers in furthering their understanding of the Principles. The Resource focuses primarily on extending teacher knowledge and supporting the development of skills to be implemented within individual classrooms.

The PoLT online Professional Learning Resource is flexible in that it can be used by individual teachers or in facilitated groups. It can also be used in conjunction with the PoLT Professional Development Modules to extend professional learning, or can be used as a stand alone resource when a school or cluster determines that its staff already has a good understanding of the Principles.

Registration for 2006 Professional Learning Package training program

Information about this three day program which will be delivered in all regions during Term 2 has been sent to schools by regions. To enable all schools to access the training this term each school has been invited to send one person to the training program. For large, multi-campus schools the number of people attending can be negotiated. Please request this when you register. If demand exceeds available places we plan to repeat the program in semester 2. Participants will be required to bring a lap top computer to the training. Schools should contact their regional office for further information.

Assessment and reporting support materials

The VCAA has commenced the development of assessment maps in all domains for progressive publication during 2006. These will support teachers in developing a common understanding of the standards and making consistent judgements about student achievement. Development of assessment maps will involve the collection of student work samples that illustrate achievement of the standards and samples that illustrate progress towards the standards.
The VCAA wishes to work closely with schools to collect work samples in response to a range of assessment tasks. During Term 2, the VCAA will seek an expression of interest from schools to participate in the development of these materials. Schools that expressed interest in working with the VCAA in 2005 will be contacted again to ascertain their continuing interest. For further information about this work, contact the VCAA on (03) 9651 4410 or email curriculum.vcaa@edumail.vic.gov.au.

At the same time the VCAA is also developing progression points in all domains to assist teachers in making on-balance judgements about student progress when reporting to parents. These will be informed by the assessment maps. Additional information about this work will be provided in future newsletters.

**Using the standards, progression points and assessment maps**

A series of three workshops comprising a PowerPoint presentation and accompanying activities are being developed by OLT for school leaders to use as a professional learning resource with colleagues. The focus of each workshop is outlined below.

**Workshop 1:** An overview of the standards, progression points and assessment maps
**Workshop 2:** Using the standards, progression points and assessment maps to make on-balance judgements and improve consistency of outcomes
**Workshop 3:** Monitoring and recording student progress

Material to support workshop 1 ([www.sofweb.vic.edu.au/blueprint/fs1/guidelines/progression_points/about_PP.asp](http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/progression_points/about_PP.asp)) can be downloaded from the assessment and reporting website. Workshops 2 and 3 will be available by 18 April.

**Student Learning DVD**

The *Student Learning February 2006* DVD is now in schools. If you have any queries about the DVD please email curriculum.vcaa@edumail.vic.gov.au or phone (03) 9651 4516. The DVD also includes a new resource – *Design Awareness in Schools*.

**Design Awareness in Schools**

Design Awareness in Schools is an interactive resource developed by the VCAA to support all teachers in developing their own, and their students’, understanding of design elements and principles and how these can be applied across the curriculum. This resource can be accessed from the Welcome page on the *Student Learning February 2006* DVD, or from the Victorian Essential Learning Standards section of the DVD.

Design Awareness in Schools is both a teacher reference and a classroom teaching tool. It can be used to stimulate classroom discussion and learning activities about design. For example, this resource can be used with students to:

- foster deep learning about the place of design in the world
- explore the notion of design
- demonstrate the design process
- enhance the presentation of ideas
- illustrate the application of design elements and principles
- explore careers in design.

Within the Victorian Essential Learning Standards, learning opportunities must be provided for students to develop an awareness of design, understand design elements and principles and apply design skills across the curriculum.
An awareness of design can stimulate creativity and innovation, and enhance the presentation of work that demonstrates students’ understanding in all areas of learning.

**Victorian Essential Learning Standards by level publications**

In Term 2, the VCAA will distribute to all Victorian schools a number of the Victorian Essential Learning Standards by Level booklets – revised edition December 2005. These publications contain the revisions made to the Standards following validation and replace the publications distributed to schools last year. It is important that schools dispose of the pre-validated versions provided in 2005.

Each publication will include: the relevant stage of learning statement; the relevant level statement; introductions to each of the three strands; introductions to each of the sixteen domains; and learning focus statements and standards for each domain.

Additional copies can be downloaded and printed from the Standards website at [http://vels.vcaa.vic.edu.au](http://vels.vcaa.vic.edu.au) by following the prompts in the Links and Downloads section.

**FS1 evaluation**

In late 2005, the Victorian Department of Education and Training commissioned a Project Team from Queensland University of Technology, James Cook University and ACER Queensland to evaluate Flagship Strategy 1: Student Learning. The key purpose of this four year longitudinal study is to characterise the ways that schools have engaged with the FS1 initiatives, and to represent those ways as stages-as-standards of FS1 engagement and achievement.

Over the last month, around 370 randomly selected schools were invited to participate in a self-audit activity as part of this project. This activity involved schools completing a self-audit response form where they indicated their engagement with key FS1 initiatives. Participating schools identified a range of activities that they were undertaking to implement FS1 and completed a self-audit response matrix where they rated their engagement with each of the FS1 initiatives as “awareness”, “planning”, “action” or “integration”, and provided an overall self-rating about the degree to which they were implementing FS1 initiatives in a holistic way.

This week, the Project Team will invite around 20 schools to participate in a 20 to 30 minute telephone interview as part of the team audit activity. The Project Team will seek additional information and clarification about the school’s self-audit responses and ask questions related to the particular characteristics and factors that help illustrate their particular stage of FS1 engagement. Eight of these schools will be selected for in-depth case study in May 2006. The Project Team will present findings from the self-audit and team-audit activities to DE&T in an Initial Stages-as-Standards report due in late April.