Closing the Loop: Curriculum, Pedagogy Assessment & Reporting
Foreword

The challenge of schooling in the global knowledge economy is to equip all students with the knowledge, skills and behaviours to prosper in our modern, ever-changing world. This places the relentless pursuit of effective learning and teaching at the centre of any system’s reform agenda.

In November 2003, the Minister for Education and Training, Lynne Kosky MP, released the Blueprint for Government Schools, which outlined the Government’s approach to transform the quality of outcomes for all students in government schools. The three priority areas for reform are:

- recognising and responding more effectively to diverse student needs
- building the skills of the education workforce to enhance the teaching – learning relationship
- continuously improving schools.

The agenda for improving student learning is a centrepiece of the Blueprint. Two years on from the announcement of the Blueprint there is a coherent suite of policies and tools that have been developed to support schools in their central task of meeting the learning needs of all students and ensuring high quality outcomes for all.

The Victorian Essential Learning Standards were released for validation from March 2005 and were supported by the Principles of Learning and Teaching, Curriculum Planning Guidelines and Assessment Advice. In July 2005, the New Student Report Card was released, which closes the loop between curriculum, pedagogy, assessment and reporting. We now have a coherent and integrated policy for student learning.

This paper explains in more detail the conceptual basis of the strategies to improve student learning in all Victorian schools and shows the consistency that has been established between curriculum, pedagogy, assessment and reporting.

The vision for high-quality outcomes for all students starts with recognising the needs and circumstances of individual students. This requires expert teaching that builds a picture of what each child already knows and how they learn, and that helps them understand how to progress to fulfil their learning potential. To achieve this, schools need the right balance of freedom and guidance to offer high standards in the basics as part of a challenging, coherent and enjoyable curriculum.

These policies and guidelines support schools in ensuring all students learn and succeed in a knowledge-dependent world.

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Introduction

The Victorian Essential Learning Standards were released for validation in March 2005 and implementation from 2006, and are supported by the Principles of Learning and Teaching, Curriculum Planning Guidelines and Assessment Advice. In July 2005, the New Student Report Card was released. This suite of policies and guidelines forms a coherent and integrated package. It is based on the views that learning must equip students for success in the 21st C global knowledge economy, that all students can learn and that schools and teachers need to personalise learning to ensure high quality outcomes for all.

This paper explains the conceptual basis of the suite of policies and guidelines for student learning. The student learning reforms for the Blueprint provide the framework to integrate curriculum, pedagogy, assessment and reporting, and support schools in high quality curriculum planning.

Commitment to excellent outcomes

All school students are entitled to an excellent education and a genuine opportunity to succeed, irrespective of the school they attend, the place they live or their background. The economy and society are changing and education must also change. The workplace requires highly skilled workers, adept in problem-solving, communication and teamwork. People will now have a number of jobs in their lives and will frequently upgrade their skills. Moreover, learners and their parents expect education to provide not only success but also the variety of choices and opportunities that are available in other aspects of their lives. An exciting and challenging curriculum in the compulsory years of schooling, access to productive pathways in the post compulsory years, with high-quality teaching that secures success for students in all settings, must be at the core of an education system for the twenty-first century.

The intent of the reforms to student learning in the Blueprint for Government Schools is that every student in a Victorian school will receive an excellent education from Prep through to Year 12 that progressively deepens their knowledge and understanding, and leads to a pathway of their choice.

This will be achieved by:
- all schools providing an appropriate curriculum that is derived from clearly specified standards for achievement and designed to develop the essential knowledge, skills and behaviours required for young people to continue to post-compulsory studies and become independent adults who are able to lead fulfilling lives
- all teachers having deep expertise in teaching and learning, high expectations for all their students and a commitment to assisting all students to achieve their potential
- all schools being committed to continuous improvement in all spheres of their operations, especially in relation to the quality of the learning experiences offered to students and the outcomes achieved by students.

Education in Victoria is already excellent in many respects, with literacy and numeracy achievements, Year 12 retention and school participation at or above national averages and equalling the best international standards. We are well on the way to meeting the challenging educational targets set by the Victorian Government for 2010. But we need to sustain this progress and design student learning that looks ahead to the transformation that is occurring in industry, technology, employment and our daily lives.
The nations that are leaders in the field of educational achievement are also those that have reduced the differences in achievement between schools (see Box 1). The task for Victorian schools is to reduce the disparities in student achievement that derive from differences in social background, school quality and teacher capability. Families and the community should be able to expect the same high standard of educational achievement for all young people irrespective of location or circumstances.

**Box 1: High performing systems**

The hallmarks of the best system performers in the Programme for International Student Assessment (PISA) study are:

- they strive to promote high performance but also reduce the spread so that performance differences between schools are minimised
- teachers’ performance culture is strong e.g. measured by what students say about teachers’ commitment to students and the strength of their expectations of students
- there is a clear evaluation or assessment culture in schools and systems where data are respected and used for improvement
- classroom and school practices have constructive ways of dealing with diversity as well as promoting high performance, mostly achieved through strong components of school-based decision making in a context of clear system expectations
- gender differences are minimised, not only in terms of performance but in terms of attitudes to study.


Victoria already has a comprehensive strategy to support young people’s success in the post-compulsory years. High retention rates are testimony to the success of policies to broaden opportunities for success for all young people as they focus on identifying transition pathways. Increasing numbers are choosing from diverse options that open up pathways to vocational training, university study and employment.

A strengthened focus in Victorian schools on the curriculum standards and teaching practices that are essential for all students to achieve in Prep to Year 10 is the next step in building the education system that will lay the foundation for the kind of world we want for young people.

**Beliefs about learning**

The commitment to excellence in achievement for all students in schools in Victoria stems from core beliefs about learning and teaching that are grounded in modern educational research. These beliefs are:

- *All students can learn*
  Recent research confirms that almost all students can engage in higher order learning given the right conditions, and that all students can make progress with sufficient time and support.

- *Schools and particularly teachers make a difference*
  Research has consistently demonstrated the capacity of good schools and good teaching to make a positive difference to student outcomes.

- *If students are assisted to work hard and make an effort they improve*
  A student’s ability is one factor in achievement; however, the amount of effort a student makes has even more to do with their success at school.
• An assessment culture in classrooms and schools is a critical factor in student achievement
  This involves students, teachers and parents in planning how learning will occur, monitoring progress
  and, importantly, explaining how progress can be assured for all.

• Failure is not an option for students, teachers or schools
  With its challenging targets for education and training over the next two years, the Victorian
  Government is firmly stating that all students must succeed at school.

The role of the school is to bring these beliefs to life by ensuring that everything is organised to support
student learning and growth. This requires setting high standards and assessments geared to these
beliefs, sending the message that effort is expected and required from all students, teaching a rigorous
and engaging curriculum aligned to well-understood standards, and intervening as needed to support
students who are falling behind. The teacher’s understanding and capacity is pivotal to this task, working to
extend all students to move from what they currently can do independently, to a higher level of functioning.

These beliefs firmly place the students and their needs at the centre of planning and delivery – resulting
in a personalised curriculum that carefully integrates curriculum, teaching practice and assessment
and reporting.

Box 2: The learner at the centre

![Diagram showing the integration of curriculum planning, Victorian Essential Learning Standards, Pedagogy, Assessment, and The Learner.]
New curriculum standards for new times

A formal statement of what is valued and essential in the curriculum and the standards that signify achievement provides the basis for schools to build the best curriculum to meet a wide range of student needs. Victorian schools have a strong and successful track record in designing curriculum to meet the interests and needs of their students. This will continue, but with a stronger and more explicit foundation of standards for achievement. The intention of the changes to the curriculum is to modernise and simplify: ensure curriculum expectations are clear with respect to knowledge, skills and attitudes needed for success in the knowledge economy of 21st century and build on what we know is successful teaching practice.

It is important that all young people complete their compulsory years of schooling equipped with the knowledge, skills and personal qualities needed for further education and training, for work and for life. The community needs to be assured that young people will be prepared by schools to understand the world in which they live, manage themselves as individuals and in relation to others, and to live and work effectively.

Curriculum standards

To support the commitment to an excellent education for all students in Victoria, the Government has set the standards for all schools to use in planning their P-10 curriculum. The Victorian Essential Learning Standards describe the essential standards for students to achieve from Prep to Year 10 across Victorian schools. The standards are based on the premise that all students are entitled to an education that covers knowledge, skills and behaviours that are of enduring value and underpin the rigorous conceptual learning, within and beyond school, which is required for effective functioning in a knowledge-based world.

The Victorian Essential Learning Standards are set at a challenging level rather than a minimum level of competence and are intended to stretch students in their learning. They are structured as standards that serve as the starting points for designing sequences of study.

The Victorian Essential Learning Standards comprise three interwoven strands that schools will use to design the curriculum programs that meet their priorities and their students' needs. Schools will provide each student with:

• **the physical, personal and social learning** that children and young people require to operate effectively in society, as active citizens who understand the need to lead physically active and healthy lives, appreciate the value of cultural diversity, and develop a global perspective. This includes, health and physical education, personal learning, interpersonal development, and civics and citizenship.

• **the discipline-based learning** that comprises the core of any school’s curriculum program and underpins a person’s capacity to make meaning from information and construct ideas. This requires a core educational experience in the major discipline areas of English and Language, Science, Mathematics, the Arts and the Humanities.

• the interdisciplinary learning that extends beyond the specific content of formal disciplines, enables students to be active learners and problem-solvers, and promotes life-long learning and a productive social and economic future. This includes communication, thinking, ICT and design, creativity and technology.

Box 3: Why disciplines matter

Some quotes:

“Expertise in particular areas involves more than a set of general problem solving skills; it also requires well-organised knowledge of concepts and inquiry sequences. Different disciplines are organised differently and have different approaches to inquiry. For example the evidence to support a set of historical claims is different from the evidence needed to prove a mathematical concept and both of these differ from the evidence needed to prove a scientific theory.”

“Teachers need pedagogical content knowledge – knowledge about how to teach in particular disciplines – rather than only knowledge about a particular subject matter.”


We know that the skills and knowledge that will be required of young people as knowledge workers will call for a new convergence in the curriculum to enable the complex thinking, communicating, problem solving and ‘learning how to learn’ skills to develop. But this does not mean the disciplines and their discrete modes of enquiry are diffused (see Box 3). The task for schools and teachers is to design a challenging and enjoyable curriculum that truly values the three strands and carefully manages their integration.

Recognising stages of learning

Students’ capacities and learning needs develop over their compulsory years at school. The learning needs of students vary at different stages of schooling and the curriculum should reflect this by phasing expectations and standards from Prep to Year 10. While students learn at a different pace, they will broadly progress through three major stages:

• Prep to Year 4, Laying the Foundation, where the students develop the fundamental knowledge, skills and behaviours in literacy and numeracy, and the basic physical and social capacities that underpin all future learning.
• Years 5 to 8, Building Breadth and Depth, where the students progress beyond the foundations to where their literacy and numeracy becomes more sophisticated, and important interdisciplinary capacities are progressively developed.
• Years 9 and 10, Developing Pathways, which constitutes a bridge to the post-compulsory years and where the students begin to focus more clearly on areas of particular interest related to their future schooling and intended pathways beyond school.

The challenge of engaging all young people in learning at Years 9 and 10 is particularly demanding, and these years are where a bold curriculum approach is called for. As students approach the end of compulsory schooling in Year 9, they need to connect more to the community, increase awareness of future options, and develop important personal and social skills as they become young adults. Year 10 is where the line blurs between the compulsory and post-compulsory years; this is reflected in an increased focus on students’ pathways into Years 11 and 12, or their equivalent, and beyond school.

Years 11 and 12 prepare for transition to further study, training or employment and for life-long learning. The intention for these years is that young people in all localities have access to choice from the traditional disciplines, access to Vocational Education and Training options (VET in Schools), and
access to applied studies in the Victorian Certificate of Applied (VCAL). This is often achieved through cross school or sector partnerships.

Whole school curriculum planning

Ultimately it is schools that construct the educational experience for their students. While the essential standards for achievement around which the curriculum is constructed are specified, the need for flexibility is well understood. Success in learning is more likely if the curriculum and the way it is taught excites and challenges students. Schools and teachers therefore need the capacity to tailor or personalise programs to student, parent, community and employer expectations.

The challenge for schools, particularly secondary schools, is to design curriculum on a whole school basis rather than limit planning to a subject or faculty basis. The Victorian Essential Learning Standards invite schools to engage in curriculum planning that draws together disciplines; physical, personal and social learning; and inter-disciplinary learning.

Curriculum Planning Guidelines\(^2\) and a range of exemplary programs and units of work will progressively be available to support schools and teachers in designing the best curriculum for their students.

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**Box 4: Curriculum Planning Guidelines**

The Guidelines provide a curriculum planning model that supports a whole-school approach to curriculum planning. It identified five phases that can each be applied at three levels to assist schools to construct curriculum in line with the Victorian Essential Learning Standards:

**Phase 1: Understanding the context**

An audit and analysis of current curriculum provision to build an understanding of the learner profile, community, partnerships and values, beliefs and understandings. This sets the context for future curriculum planning that will best support student learning.

**Phase 2: Planning and resourcing**

Interpreting the Victorian Essential Learning Standards and the post-compulsory frameworks to create a curriculum plan with a clear focus on what is to be learnt, how learning will occur and how it will be assessed.

**Phase 3: Implementation**

Progressive implementation of the curriculum plan.

**Phase 4: Continuous monitoring**

Monitoring of student learning on a continual basis as the curriculum plan is being implemented.

**Phase 5: Evaluation and review**

Evaluation of the curriculum plan and resulting student outcomes at key points in time and reviewing and revising the plan as appropriate.

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The Victorian Essential Learning Standards and the Curriculum Planning Guidelines together provide a framework of common standards of achievement and the tools to shape a curriculum that is appropriate to today’s social and economic environment and how young people learn.

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Pedagogy: the craft of teaching

Over the past decade there has been an explosion of research into how learning occurs and what is good teaching. Research consistently shows that learning is maximised when there is a supportive yet challenging learning environment and a curriculum that takes students' backgrounds and interests into account, and when there are teaching and assessment practices that are flexible and responsive to student needs.

Pedagogy involves much more than its most obvious component, the tasks that teachers set. It also includes the ways in which teachers communicate and interact with students; that is how they question and respond to questions, how they use students’ ideas within the teaching and learning process and how they respond and accommodate students’ diverse backgrounds and interests. It includes the social and intellectual climate that teachers seek to create within the learning environment and the types of learning that they set out to encourage and promote. It also includes the decisions they make in developing a cohesive yet challenge curriculum program, centred on key ideas and skills that are taught, revisited and built on. Assessment is also a key part of the pedagogical process, with teachers needing to think about how they link and sequence learning activities and how and what they assess.

The Middle Years Research and Development (MYRAD) project research showed that different teaching approaches often result in substantial differences in both the ways students approach their learning and in the quality of that learning.

The Schools for Innovations and Excellence initiative has provided a range of opportunities for teachers to collaboratively reflect on their teaching practice to improve their own practice as well as the learning of their students. We know from this work that such reflection can be challenging because learning and teaching are complex, multifaceted and highly interconnected activities.

To this end, a set of Principles of Learning and Teaching and exemplars and professional learning tools have been developed, based on research about what constitutes excellence in teaching. They support teachers and schools to review teaching practice in the light of the expectations of teachers. The Principles also support teachers in constructing curriculum to produce engaging and challenging learning experiences.

The Principles were developed to provide a structure to help teachers find a focus for their professional learning. They have evolved from similar sets of principles (or components as they were then referred to) developed as the basis for the Science in Schools (SIS) and the Middle Years Pedagogy Research and Development Project (MYPRAD). The Principles of Learning and Teaching P-12 are applicable across all key learning areas and all stages of learning.

3 http://www.sofweb.vic.edu.au/mys/research/index.htm#myrad
Box 5: Principles of Learning and Teaching

Students learn best when:
1. the learning environment is supportive and productive
2. the learning environment promotes independence, interdependence and self motivation
3. students’ needs, backgrounds, perspectives and interests are reflected in the learning program
4. students are challenged and supported to develop deep levels of thinking and application
5. assessment practices are an integral part of teaching and learning
6. learning connects strongly with communities and practice beyond the classroom.

Research clearly tells us that there is no single ‘right’ or ‘best’ way to teach and it is important to recognise that the Principles are not an attempt to mandate a ‘one size fits all’ approach to teaching in Victorian classrooms. However, there is an increasing recognition of the importance and success of classrooms that can be characterised as ‘learning communities’. In these classrooms, there is an emphasis on building rich meanings for ideas rather than completing tasks. Students in these classrooms are intellectually engaged, and they feel a sense of collaborative partnership with their peers and their teachers. Classrooms like these are extremely rewarding places in which to teach and learn.
Assessment and reporting: a new start

Assessment is the process of gathering and interpreting evidence of learning to make informed judgments and decisions about how well students are progressing. Conventionally there are two forms of assessment, formative and summative, and a good assessment system achieves the right balance between these. Formative assessment refers to the frequent, interactive and formal or informal assessments of students’ progress and understanding so as to identify learning needs and adjust teaching appropriately. Summative assessment and reporting shows what the student has achieved and may compare progress with others or with the student’s past performance.6

Good assessment practices

Assessment can be just a natural part of good teaching – and should be – but recent research refers to the need for more deliberate actions in designing the strategies, tools and practices to support assessment as part of good teaching.

Substantial research exists on the characteristics of good practice for assessing student learning. This research is summarised in the following set of principles.

• The primary purpose of assessment is to improve student performance
  Good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most.

• Assessment should be based on an understanding of how students learn
  Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.

• Assessment should be an integral component of course design and not something to add afterwards
  The teaching and learning elements of each program should be designed in full knowledge of the sorts of assessment students will undertake, and vice versa, so that students can demonstrate what they have learned and see the results of their efforts.

• Good assessment requires clarity of purpose, goals, standards and criteria
  Assessment works best when it is based on clear statements of purpose and goals for the course, the standards which students are expected to achieve, and the criteria against which to measure success. Assessment criteria in particular need to be understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context.

• Good assessment requires a variety of measures and is ongoing rather than episodic
  It is generally the case that a single assessment instrument will not tell all that needs to be known about student achievement and how it can be improved. Teachers, therefore, need to be familiar with

a variety of assessment tools so we can match them closely to the type of information we seek. Also, learning is best fostered when assessment involves a series of linked activities overtime.

- **Assessment methods used should be valid, reliable and consistent**
  Assessment instruments and processes should be chosen which directly measure what they are intended to measure. They should include the possibility of moderation between teachers where practical and appropriate to enhance objectivity and contribute to shared understanding of the judgments that are made.

- **Assessment for improved performance involves feedback and reflection**
  All assessment methods should allow students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their learning overall.

### Box 6: Impact of good assessment

A review in 1998 in England of around 500 quantitative and qualitative studies on assessment practices concluded that formative assessment is one of the most important interventions for promoting improved student achievement and high performance in schools.

Some of the findings included:

- Significant gains in student achievement can occur through employing the right formative assessment practices – if the effect was nation wide, improvement would be in the order of raising average countries’ educational performance to the top five in OECD rank.
- Formative assessment can contribute to student understanding that success is largely due to unstable factors such as the amount of effort rather than fixed factors such as ability or general factors such as whether the teacher likes the student.
- Changing teacher practice was the main barrier and called for deep reflection on those teaching and assessment practices that are known to promote learning (e.g. frequent assessment of learning needs, quality of feedback) as distinct from assessment that is generated for classroom management purposes and that serves a range of social functions.
- There is considerable benefit for learning from students’ active involvement in setting learning goals and self and peer–assessment practices.


A snapshot of excellent practice would therefore include:

- a range of measures for students to demonstrate what they know, giving a more accurate picture of their learning and growth
- student self assessment, promoting deeper understanding of how learning occurs
- authentic assessment based on an understanding of how students learn and asking them to apply their skills, knowledge and understanding to real-world challenges
- some negotiation of assessment with students to ensure shared understanding of standards, purpose and the criteria to be applied to their work
- development of individual learner profiles, showing the progress made by individual students and providing a sound basis of evidence for reporting progress to parents
- honest but constructive feedback as an ongoing part of the classroom experience.
Reporting on progress

Good assessment provides vital information to report credibly to parents and students on student progress. A variety of assessment methods, fit for purpose, provides teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers then can report to parents on how far their child has progressed during the year, where they are compared to the relevant standards, and what the teacher, the student and the parent need do to improve the student’s performance.

Box 7 summarises the key features of the new Student Report Cards for Victorian schools.

**Box 7: New Student Report Cards**

The Report Card will be structured for commonsense reporting to parents. It will include:

**Reporting against statewide standards**
Where a child is, compared with the expected statewide standard for the year level.

**Clear information about strengths and weaknesses**
Clear written information about what a child knows and can do. This includes information about any further assistance or expansion needed and what support the school will provide.

**A common reporting scale**
An A to E scale showing how a child is progressing against the expected standard:
- A: Well above the standard expected at this time of year
- B: Above the standard expected at this time of year
- C: At the standard expected at this time of year
- D: Below the standard expected at this time of year
- E: Well below the standard expected at this time of year

**Student reports over time**
The report charts a child’s progress over time, with a focus on progress from the previous year to the current year.

**Written report cards at least twice a year**
Parents will receive written report cards at least twice a year.

**Improved partnerships between home and school**
Report cards include a plan for future learning; parents can become involved and work in partnership with their child’s school. Schools will continue to offer parent-teacher interviews.

**Student involvement in reporting**
Reports include students’ reports on their progress – for primary students, progress in class whilst secondary students develop and report against yearly personal learning goals.

Expectations of teachers and schools

The role of teachers and the school is to bring these standards and policies to life by ensuring that every effort is made to support student learning and growth. It is important that teachers understand the task and have the capacity to carry it out. In particular, teachers will need to work towards extending all students from what they currently can do to a higher level of functioning and achievement.

Expectations of teachers

High-quality learning depends on high-quality teaching. The transformation that is being sought in Victorian ultimately depends on good teachers.

The expectation is that, when implementing the Victorian Essential Learning Standards, and constructing a challenging and exciting curriculum throughout all the years of schooling, teachers will adopt practices that enable them to:

• have high expectations that every student can learn, and demonstrate a commitment to every student’s success, regardless of their background
• know their students well and set clear learning goals
• ensure that lessons are clearly focused and task-oriented, and that the purpose of instruction is clear and related to broader learning goals
• build a supportive, challenging and optimistic learning environment in which all students can expect to be accepted, respected and valued at all times
• structure and pace teaching and classes to match the learning needs of all students
• adopt a repertoire of techniques to make learning challenging, enjoyable, vivid and real
• make full and creative use of the space, time, collective skills and resources available, including the opportunities provided by new information and communication technologies
• connect strongly with communities and practice beyond the classroom
• constantly monitor students’ learning to determine strategies for further improvement and growth
• support students to take increased responsibility for the management of their own learning by helping them to develop and use an array of management skills, strategies and attitudes such as self-confidence, self-discipline, and an ongoing desire to learn.
Expectations of schools

The Government expects all schools in Victoria to adopt the *Victorian Essential Learning Standards* and to establish the conditions for a supportive and productive learning environment where students’ needs, backgrounds and interests are reflected in the learning programs. There are three main avenues through which this can occur: consolidated school curriculum planning, strong school leadership and an accountability framework for results and assessment.

Schools need to consolidate their *whole-school curriculum planning*. The essential knowledge, skills and behaviours in the Standards need to be shaped into challenging and relevant curriculum programs. Past frameworks often limited the timetables that schools constructed. Schools now have the opportunity to design organisational arrangements to challenge and engage young people. For example, they may choose to have a concerted focus on literacy, if that is called for, or a small group of teachers working intensively with students for an extended period of time on complex and challenging tasks. By planning the curriculum as a whole, each school can tailor its organisation to the needs of the students, ensuring that all students are catered for.

A critical factor in successfully managing whole-school curriculum change is the strength of school *leadership*. Leadership for curriculum planning is not just the responsibility of the classroom teachers; it is a responsibility of the school principal and the school leadership team. A successful school has a vision for the future and is explicit about the values that it holds for student learning. The leadership team focuses strongly on curriculum planning.

For government schools, the *Accountability and Improvement Framework* requires clear strategies to improve outcomes in student learning, student pathways and transitions and student engagement and wellbeing. The Standards provide the vehicle for schools to clearly identify and monitor areas for improvement in student learning.

Key milestones

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<td>2005</td>
<td>Victorian Essential Learning Standards validation year Release of • Principles of Learning and Teaching • Curriculum Planning Guidelines • Assessment Advice • New Student Report Card</td>
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<td>2006</td>
<td>Release of: • Principles of Learning and Teaching online resources • Assessment professional learning modules Reporting against the Standards in English and Maths (minimum requirement)</td>
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<td>2007</td>
<td>Reporting against the Standards in: • English • Maths • Health and Physical Education • Personal Learning • Civics and Citizenship • Humanities • Communication • ICT (minimum requirement)</td>
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<td>2008</td>
<td>Reporting against the Standards in all domains</td>
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Victoria is in a unique position in that we now have a coherent and integrated set of policies and tools to improve student outcomes. The Victorian Essential Learning Standards, the Curriculum Planning Guidelines, the Principles of Learning and Teaching and the New Student Report Card are all premised on the belief that all students can learn.

The commitment of the Blueprint to parents, students and the community is that the vision for excellence in student learning will be vigorously pursued. Schools will offer a curriculum that has strengthened standards, a clear specification of the essential components, and high expectations for teaching excellence.

When standards for achievement, curriculum programs, excellent teaching practices and assessment and reporting are aligned to the single purpose of improving student learning, all students will be the recipients of an education that equips them to experience success in a global, knowledge-rich world. In this way, we will create a system of school education that is second to none.
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Websites

Assessment Advice  

Curriculum Planning Guidelines  

New Student Reports  

Principles of Learning and Teaching  

Schools for Innovation and Excellence  

Victorian Essential Learning Standards  