



# Victorian Essential Learning Standards

## Case Study

# Implementing the VELS at Bairnsdale Secondary College

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# Victorian Essential Learning Standards

## Case Study

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The VCAA would like to acknowledge the work of Dominic Zappia, Assistant Principal and Paul Naughtin in writing this case study.



# Introduction

The VCAA has worked with a number of schools to document how they used the whole school curriculum planning process to implement the VELS. Bairnsdale Secondary College (BSC) is one school that has participated in the project and the following case study describes their journey and provides examples of the templates, professional learning focus and activities they used.

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## School Context

BSC is a rural school of 1200 students on 2 campuses with 800 students in Years 7 to 10 and 400 students in Years 11 and 12. There are 120 staff with 72 full time on-going employment.

The largest school bus network within Victoria exists in the area. The majority of students are from outside of the immediate area. Some students travel up to one and a half hours each way to school. There is a large Koorie student population and a high proportion of students who receive the Education Maintenance Allowance.

## Background

### Objective

In 2003 the leadership structure of Bairnsdale Secondary College was reorganised into an Educational Leadership Team of four Leading Teachers led by the Assistant Principal (Curriculum). The four Leading Teachers came from different key learning areas and so represented a cross-section of the BSC teaching staff. The team had an important role in overseeing the introduction of the VELS.

### Professional Leave

The Educational Leadership Team received 50 days of Teacher Professional Leave which they used to visit exemplary schools in each state of Australia in a range of areas, for example visiting schools in Queensland that were planning and implementing rich tasks. Other areas for research included:

- best practice pedagogy
- school organisation
- collection and use of data to inform and improve learning
- use of ICT to improve learning.

The schools were selected from recommendations, prior knowledge and web based searches. A proforma was designed and sent to schools before each visit and key personnel were interviewed.

### Think Tank

The Educational Leadership Team became a Think Tank in order to generate possible curriculum solutions regarding the implementation of VELS and the reorganisation of the Year 7 to 10 curriculum.

All evidence assembled from the school visits was merged with that generated within the college. Evidence about school organisation, curriculum structures, assessment and reporting and implementation of Essential Learnings in Tasmania and Rich Tasks in Queensland were particularly valuable. Feedback from any group or meeting was discussed and considered before planning the next move forward. Different members of the Educational Leadership Team took responsibility for implementing various aspects of the overall plan.

Consultation around ‘What is powerful to learn?’ occurred with many groups including students, parents, staff, College Council, and the Leadership Team. The responses showed a high degree of commonality. This formed the basis to move forward and plan for the introduction of the VELs. The responses from the College Council feedback: ‘What is powerful to learn?’ are available in the attachments at the end of this document. The Years 7 to 10 Curriculum Review group reported on:

- common issues
- results from various sources of data for example;
  - class time out records which indicated Year 8 students to be the most disaffected group
  - student surveys
  - student interviews
  - attendance
  - suspensions
- feedback on the process from staff, College Council and the Curriculum Sub-committee
- the positives identified occurring across the school
- the need for additional challenges for Year 10
- transition from primary to secondary to be all encompassing.

Two immediate changes were identified:

- longer teaching blocks of 72 minutes to address the key concerns of:
  - reaching a better balance between single lessons (48 mins) and double lessons (96 mins)
  - high amount of student movement between lessons and to reduce the loss of time and disruptions with the existing six sessions per day
- Year 7 teams to maximise student-teacher contact.

## Aim

### Curriculum review

The Educational Leadership Team decided to utilise the introduction of VELs as a driver to reorganise the curriculum at Bairnsdale Secondary College. This was an opportunity:

- to improve the learning outcomes for all students
- improve student engagement and motivation
- develop a common language for parents, teachers, students and College Council.

Students should be able to exercise a high degree of choice over their studies. Used appropriately this enables the student to better prepare for their future needs and aspirations.

In reviewing the curriculum all available information was considered from the point of view of:

- what is valued?
- what should be kept?
- what should be added?
- what should be improved?
- what should be discarded?

The following aspects were expected to be in the new curriculum plan for the college:

- move towards multi-domain units
- challenges for Year 10 students
- improved pathways for all students
- individual education and career program for students in years 8 - 10
- an emphasis on deep learning and understanding for all students
- community links between the college and its community
- encouragement of student team work
- improved engagement for all students
- improved learning outcomes for all students
- rigour in assessment and high expectations for student achievement
- Year 8 to be different with choices to be made available
- Year 7 students to have fewer teachers
- change necessary / keep the best of what we currently do
- creativity and lifelong learning to be promoted
- maintain specifics and specialised areas to maintain integrity for the whole curriculum
- boys and Koorie students need special attention.

## Implementation of the VELs

### Process

The Educational Leadership team was the driving force behind the changes at Bairnsdale Secondary College. Throughout the process constant consultation with relevant stakeholders occurred. Different forums were used to try to communicate equally with everyone. Feedback to the Educational Leadership team came from a variety of sources:

- Parent meetings
- Students
- Staff meetings
- Key Learning Area (KLA) leaders
- Leadership group
- College Council.

The team considered the feedback, provided a response and planned the next move.

A school representative always attended any of the VELs related Professional Development to ensure the College was up-to-date with developments across the state.

Different people and groups were given responsibility to complete various aspects of the new curriculum program. Several Professional Learning Action Teams (PLATs) concurrently looked at Principles of Learning and Teacher (PoLT)

<http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>) and its impact on the implementation of the new structure. These teams met regularly to suggest possible actions that could be tried in classes during 2006.

It was expected all classroom teachers would be responsible for writing units to be delivered in 2006. The Key Learning Area Coordinators were responsible for documenting learning goals, assessment tools and resources for each unit in their domain. All documents were electronically stored centrally on the College SharePoint.

## **Structures**

The College administration was supportive in terms of providing time release, recognition of the timeline, and the need for flexibility.

There was a need to find time to support staff in their professional learning through the creative use of the allocated meeting time within the school year. Various meeting times were converted into productive time for the new curriculum program. The whole approach involved a lot of 'give and take' from many groups.

### **Staff meeting nights**

- Common understanding of the non-traditional interdisciplinary domains for example, Thinking Processes and Communication in combination with the disciplines of Science, and the Arts were developed among staff.
- Discussions were reported back from the Educational Leadership Leading Teachers within one week of meeting.
- Shared understanding was developed of what the new units would be like, especially with respect to co-domains.

### **Negotiated release during April – May 2006**

- Unit writing teams negotiated time release to finalise the units for the handbook.

### **KLA meetings**

- KLA teams initially generated possible co-domain units which they thought that they could offer in 2007.
- Forum provided, to tease out the common approach to assessment and the explicit teaching of the co-domains.

## Professional learning and milestones timeline

The following tables depict the timeline that BSC used to implement the VELS.

### 2004

Activity	Purpose	Target audience	Comments	Outcomes
Schools as a Learning Organisation Conference		Educational Leadership Team	Whole day	
Teacher Professional Leave	Research Best practice pedagogy School organisation Collection and use of data to inform and improve learning Use of ICT to improve learning	Educational Leadership Team	50 days over 2004- 2005  Visits to exemplary schools across Australia.	Research used to inform curriculum review

### 2005

Activity	Purpose	Target audience	Comments	Outcomes
Curriculum action: Key Learning Area Coordinators alerted to documents and reading material they were to share with their area.				
What is the difference between Domain and Dimension?  What is expected at a Level 5 standard in ...?	Introduction to the VELS exploring the scope of VELS particularly for the non-subject domains.	whole staff	External facilitator  Whole day	

Assessment Forum	How assessment, reporting and college organisation would look under the VELs.	whole staff	Four sessions -setting the scene -mapping the way -focus on the future forums -today's conversations – tomorrow's actions	Document 5: PD day – VELs Focus on the Future Questions Document 6: PD day – VELs Year 7 & 8 forum Document 7: PD day – VELs Year 9&10 (Middle School form)
Mapping existing school courses with VELs	Auditing the existing curriculum	whole staff	The Educational Leadership Team assisted in the process. Whole day	Staff did not find the process particularly useful in moving forward. Document 3: Victorian Essential Learning Standards – curriculum mapping
Victorian Essential Learning Standards – Teacher Focus Group	Discussion of the implementation of a VELs structure in a school	Representatives from the Educational Leadership Team	Held at the Regional office	All domains to be reported upon in 2007

**Curriculum action:**

There will be five Stages (to cater for individual abilities; see Outcomes) of units to cater for the various levels of development for students in Years 8-10

All units to be multi-domain containing two or three domains.

**2006**

Activity	Purpose	Target audience	Comments	Outcomes
Unit planning	Writing groups to develop the learning focus units the associated domains identify the levels and target group of students.	whole school	Staff assembled into Learning and Teaching groups.	Document 9: Unit development proforma
<p>Curriculum action: Time release over two months, given to teachers to finalise units prior to publishing the student handbook. Year 7 classes to be taught by teams of teachers led by a key teacher</p>				
<p>Student handbook published: Approximately 300 VELs based units of work were published for students in Years 8- 10 to choose their Individual Education Pathway for 2006.</p>				
Study	Study conducted on the implementation of Flagship Strategy 1 (FS1).	Whole school	Queensland University of Technology conducted the study.	Categorised as a 'high flying' school
Working Together	Exploring -Communication Civics and Citizenship Interpersonal Development	Whole school	Staff selected workshop to: share knowledge delve deeper into the domain develop common understanding of the less familiar domains, associated standards and the assessment and reporting requirements.	Document 10: FS1 Working Together Workshops
Workshops	To participate in unit trials and the associated unit writing.	Selected staff	Workshops conducted by the VCAA.	

Unit development with an interdisciplinary domain Years 8 to 10.	Explore the interdisciplinary domains to assist in the writing of co-domain units.	Staff in Years 8 to 10	Staff grouped to common interdisciplinary domain. For example Maths and Science linking their units with Thinking Processes.	Staff found this to be the most important learning opportunity so far. Document 11, 12 and 13.
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## 2007

Activity	Purpose	Target audience	Comments	Outcomes
Assessment tasks and resources	Develop assessment tasks and resources for all Year 8 to 10 units.	whole school	Whole day	Store tasks and resources electronically on the BSC SharePoint.
Teacher focus groups			The teacher focus groups were conducted by the VCAA.	
Centralise published units	To assist staff for the future.			All assessment tasks, teaching resources, library and electronic aids to be stored in a central electronic location and accessible by all staff Document 14 Digital documentation

# How to address the Personal Learning, Interpersonal Development, ICT and Thinking Processes domains

The decision was made that every unit of work has to incorporate at least two domains. Various KLA teams agreed to choose one domain from Interpersonal Development, Personal Learning, ICT or Thinking Processes domains to be taught along with the usual KLA subjects. For example, Science units might co-teach Thinking Processes; The Arts units might co-teach ICT or Health and Physical Education might co-teach Interpersonal Development and Personal Learning.

As teachers became familiar with the domains and dimensions, they were more selective in the choice of domain and dimension they thought would suit a topical unit. For example, An Art teacher might decide that ICT could fit into the topic of digital photography and so a unit would be designed. The teacher who delivered the unit would become responsible for explicitly teaching and assessing the standards.

The curriculum committee conducted an audit of units to check that there was a sufficient spread of domains at all levels and stages.

## Tracking

The curriculum committee devised rules for the migration of students through the Years 7 to 10. The rules cover:

- selection of units at different year levels
- the development of an individual education pathway
- progression between stages, both upwards and downwards
- the minimum number of domains which must be completed each two years.

A code of domains for unit names is used and a student tracker program then matches unit codes and domains to ensure there is an adequate coverage from Years 8 to 10. All domains are covered in Year 7.

## Outcomes

### Policy

Bairnsdale Secondary College policy decisions had a major impact on the transformation of the College. These included:

*No changes to the current curriculum for 2006* - To minimise stress and allow for a greater assimilation of the new structure.

- Maths and English domains to implement the VELS and assess against the VELS (not the CSF11)
- 2006 used to gain an understanding of VELS and FS1.

### Co-domains

- New language to avoid confusion between Interdisciplinary Domains and the curriculum which was adopted at BSC.
- Every unit to have at least two focus domains.
- Each domain must be explicitly taught and assessed and reported upon.
- Every student will receive reports on the 16 Domains on at least two semester reports over three years.

*Stages*- Five stages were developed to cater for individual abilities

- Stage 1 corresponds to an expected Year 8 standard.
- Stage 2 corresponds to a challenging Year 8 standard and/or an expected Year 9 standard
- Stage 3 includes the compulsory units for Year 9 students (English, Maths, Life Skills, Pathways).
- Stage 4 corresponds to a challenging Year 9 standard and/or an expected Year 10 standard.
- Stage 5 corresponds to a challenging Year 10 standard.

#### Individual education and career program

- Every student was counselled with respect to unit choices.
- All 16 Domains had to be reported on at least twice over the 3 years.
- Special Life Skill and Career Pathway units were compulsory at Years 9 and 10.
- Some Maths and English units were compulsory at Year 9.

#### Year 7 Teams

- Curriculum designed so that delivery was by fewer teachers at Year 7.
- A Team Leader guides a small team of teachers to deliver most of the domains for one Year 7 group.
- Specialist teachers called into the Year 7 Team when necessary.

#### Access to Stages

- Students who have well developed skills may apply to attempt a unit at a Stage beyond their current Stage.
- Students may apply to attempt a unit at a Stage below their current Stage if they want to develop skills in a particular area.

### Evaluation

There have been many successes during the period of implementing the curriculum.

- Every professional development session included a feedback response. The information was considered by the Educational Leadership team which then devised strategies to move forward. The feedback loop continues to be an important part of the process in making improvements.
- There was overwhelming endorsement from the school community gauged from students, parents and council responses to questionnaires distributed at awards night and parent/teacher nights.
- The student survey results in November 2007 overwhelmingly endorsed the structure of the curriculum.
- Designing a reporting system which reflected our unique emphasis on monitoring a student against the standard that they had chosen rather than against an age-related standard.

### The Future

All units will be continually monitored with respect to:

- student demand or popularity
- changes in delivery methods
- facilities available at BSC.

All documents associated with the units will need to be electronically stored.

# Appendix 1: College Council Feedback. What is it powerful to learn?

## Parent

Knowledge	Skills	Attribute
How society functions How change works Values Personal care and responsibility Spelling/grammar Literacy & Numeracy Love of reading Mathematically sound – advanced How to care for themselves and environment	Analytic skills Language skills Assertion skills Application of knowledge in all areas of study Organisation Planning ahead Lateral thinker / innovative Language / communication	Inquisitive Confidence Initiative Calculated risk taker Caring and sensitive to others and environment

## Employer

Knowledge	Skills	Attribute
Broad understanding – social, economic, environmental of the area, Victoria, Australia, world. Group interactions Area of expertise	Numeracy Literacy especially able to write clearly IT Able to present Problem solving	Worldly Aware Work well with others Maturity Logical

## No perspective listed:

Knowledge	Skills	Attribute
Understanding roles and responsibilities of a citizen World events History (world and Australia)	Literature Numeracy Analytical/critical thought processes Articulate Leadership skills and ability to work as part of a team Able to work independently Communication Research Teamwork	Confident Considerate Non-discriminatory Aware Adaptable Engaged Resilient

## Appendix 2: Whole School PD Day – March 1, 2005 Victorian Essential Learning Standards Evaluation Report – March 2005 (extract)

What are the key questions or issues about VELS that you have following your participation in this activity?

- Issue – it could be messy!
- Issue – what is the underlying political agenda of the Government?
- Issue – I like the updated attitudes to critical practice inherent in the English/Maths VELS
- Concern – the staff will not take advantage of this opportunity to improve their teaching practices
- Implementation – the possibility of achieving this task in large groups seems daunting
- How the College might be organised when VELS is implemented
- Impact of VELS on class planning, assessment & reporting
- The role of CSF? Still nebulous. Do we continue? What value? Not clear enough.
- Sensible planning will suit our students
- Time to re-adjust/re-evaluate everyday teaching methods & strategies
- Introducing a higher level of “community/civic” link into the Maths curriculum
- Principles still a little blurry
- How does current curriculum translate?
- What changes will be necessary?
- Reporting
- How are we going to alter our curriculum in such an exciting manner without allowing the vocal minority to kill it? Such an exciting opportunity!!!
- I couldn't really see the “NEWNESS” about it. Nothing has really changed for LOTE
- Will time be allocated for groups to develop curriculum based on the VELS for their shared areas of learning? When? How much?
- How do I report to parents/students and who/how sets the standards peculiar to various strands
- How it affects the school curriculum
- Need more planning time for implementation in Maths in 2006
- Implementation (statewide/overall) – there are still lots of issues to be addressed – reporting and how BSC will handle the rest of the implementation and what consultation, how will staff continue to be involved (ie just through PLATs or through whole staff workshops? etc)
- Specific timelines
- Specific implementation – how much is mandated?
- Specifics on assessment & reporting
- She said it was nothing new – similar to the past – some teachers made valid comments concerning this – still teaching similar to past years
- Will we be able to move on from past history, negative mindsets and attitudes, personal grievances and grudges to embrace this opportunity and begin a new era focussing on delivering an exciting educational future for the kids of this community?
- Is adequate time going to be set aside to discuss and consult and implement so we get real ownership by school community/teachers/students and an effective and dynamic learning program?
- How to measure VELS with levels
- How will this be implemented at BSC?
- I have valuable input in terms of implementation – how can I have a say?
- Will staff accept innovative ideas?
- What is the expected effect on VCE?? With Uni's dictating exams?

- Teacher role is open to total political/industrial abuse. Who is on the front page of The Age every second day – teacher bashing

**What suggestions/requests do you have for a) school implementation of VELS and b) further professional learning related to VELS for yourself?**

- What the Essential Learning will/could mean for us in practice.
- I haven't really digested it enough to know yet
- KLAs need to be thrown into the air and work needs to be done in PLATs
- Most worthwhile day and we need to ensure VELS is kept on top of the agenda in a meaningful way
- Constant and ongoing – don't give us the chance to relax too much until it becomes second nature
- KLA time to audit
- Cross curricula time for plans
- Staff reporting back to staff on how they see it in their classrooms
- A day to marry current practices with future
- How reporting will marry with implementation
- Need to make time and have a focus on just one thing so that we follow through
- KLA time to check through current curriculum and make adjustments
- Look at different models of curriculum presentation; ways of breaking down the walls between KLAs without diluting the skills each KLA has to offer
- Maybe I can't see the changes – need PD for LOTE
- Another PD Day for implementation with groups doing each domain
- A few opportunities at Staff PD to develop ideas
- Planning time needed in KLA
- Continued whole staff workshops of the activity type that Dianne completed with us
- Getting together with subject teachers from other schools
- I think just getting used to terminology and what is involved in the implementation of VELS
- Time for meaningful audit
- Examples of other schools programs
- Identify some priorities – perhaps those things we don't cover and deal with them first
- Develop specific programs which fit into the standards
- Working party on implementation of VELS to be set up as a sub-committee of Curriculum Committee to look at innovative ideas to be trialled in 2006
- Throw out KLAs and redesign what we want kids to do – whole school approach
- A positive whole school approach to the implementation of VELS
- Let's all work together in a positive, inclusive way and genuinely focus on outcomes for kids
- Get the Union to brief us! Get Canadian Union officials to give the actual story of a teacher hostile government!
- KLA audit vis a vis VELS. Lorraine's idea (suggested at PD Day) of a whole school audit compiled where all staff can see it. Work from there. Get KLACs & KLAs involved in planning next stages. Teachers are desperate for time when they can plan together.

## Appendix 3: Victorian Essential Learning Standards - Curriculum Mapping

Unit Name:		Level:			
STRAND	DOMAIN	DIMENSION	Key Elements of standard	Activities/Tasks	
PHYSICAL, PERSONAL & SOCIAL LEARNING	Health & Physical Education	Movement & physical activity			
		Health knowledge & promotion			
	Interpersonal Development	Building social relationships			
		Working in Teams			
	Personal Learning	The individual learner			
		Managing personal learning			
	Civics & Citizenship	Civic knowledge & understanding			
		Community engagement			
	DISCIPLINE BASED LEARNING	The Arts	Creating & making		
			Exploring & responding		
English		Reading			
		Writing			
		Speaking & listening			
LOTE		Communicating in a language other than English			
Economics		Economic knowledge & understanding			
		Economic reasoning & interpretation			
Geography		Geographical knowledge & understanding			
		Geospatial skills			
History		Historical knowledge & understanding			
		Historical reasoning &			

		interpretation		
	Mathematics	Number		
		Space		
		Measurement, chance & data		
		Structure		
		Working mathematically		
	Science	Science knowledge & understanding		
		Science at work		
INTERDISCIPLINARY LEARNING	Communication	Listening, viewing and responding		
		Presenting		
	Design, Creativity and Technology	Investigating and designing		
		Producing		
		Analysing and evaluating		
	Information and Communications Technology (ICT)	ICT for visualizing thinking		
		ICT for creating		
		ICT for communicating		
	Thinking	Reasoning, processing and inquiry		
		Creativity		
		Reflection, evaluation and metacognition		

## Appendix 4: Sample of Unit Proforma 2007

Please write all your units in this format. This means that all headings as below need to be in bold and sections in italics need to be in italics.

Use Times New Roman font size 11 as the font.

Compiling the handbook will be a big job for Elaine and it will help the process if all units come in this format.

For Year 9-10 and Year 10 units you may wish to include the statement *this unit links to..... at VCE* in italics after the Learning Focus with one line space in between.

*The title should be clear and concise and reflect the learning that will take place*

**Title**            *Enterprising People*            **Focus** *Years 8 & 9*  
**Domains**        *Communication Level 6*            *Economics Level 5*

**Learning Focus**

- Introduction to small business management
- Business planning/business simulation
- Case studies of successful small business people, including local business people with a focus on their communication styles
- Introduction to accounting processes for businesses

*The major domains and the levels that will be the focus of the learning in this unit and will be reported against the standards*

*The learning focus of the unit should be drawn from the relevant domains and dimensions*

**Title**            *Habitats*            **Focus** *Year 8*  
**Domains**        *Science Level 5*            *Thinking Processes Level 5*

*The target Year Level(s)*

*Please keep in mind when you are writing the Learning Focus statements that they will need to be in "kid" and "parent" friendly language as far as possible*

**Learning Focus**

- Students will use a range of questions to develop an understanding of themselves as organisms and where other organisms fit into ecosystems.
- Students will learn to use basic sampling procedures and observations when conducting fieldwork, while exploring a variety of habitats.
- Students apply a range of discipline-based methodologies and creative thinking strategies to conduct inquiries and gather, analyse and synthesise information about habitats.
- Student develop their capacity to identify, monitor, evaluate and reflect on the thinking processes and strategies they used in their learning of ecosystems.

# Appendix 5: Victorian Essential Learning Standards (VELS) – PD Day June 3, 2005

## PD Day – Victorian Essential Learning Standards Friday 3rd June, 2005 Assessment Forum

The electronic version of this form is available on the network.

Taking into account your knowledge, experiences and the documents presented please consider the questions below.

- What will assessment look like?
- How will we approach assessment:
  - Of learning?
  - As learning?
  - For learning?
- What tools can we use to help in assessment? E.g. Rubrics
  - What will it look like?
- How often do we assess? Weekly? Once per term?
- For whom do we assess for? Students? Parents? Staff? Etc.

Please keep a record of the discussions/issues. The records will be used to report back later today and help influence future discussion.

Electronic versions are preferred and these can be stored on the network.

## PD Day – Victorian Essential Learning Standards Friday 3<sup>rd</sup> June, 2005 Reporting Forum

The electronic version of this form is available on the network.

Taking into account your knowledge, experiences and the documents presented please consider the questions below.

- What will reporting look like?
- What should we report on?
- What format should it take?
- How often do we do it?
- Who will do it? Teachers, Coordinators, Form teacher?
- How will parents/community cope with a different format to reporting?
- Who do we write reports for? Students/Parents/Employers?

Please keep a record of the discussions/issues. The records will be used to report back later today and help influence future discussion.

Electronic versions are preferred and these can be stored on the network.

**PD Day – Victorian Essential Learning Standards  
Friday 3<sup>rd</sup> June, 2005 Year 7 & 8 Forum**

The electronic version of this form is available on the network.

Taking into account your knowledge, experiences and the documents presented please consider the questions below.

- What will it look like?
- Organisation?
- Curriculum?
- How will the change from CSF to the Essential Learning Standards occur?
- How will this impact on;
  - Students
  - Teachers?
  - Parents?
  - Community?

Please keep a record of the discussions/issues. The records will be used to report back later today and help influence future discussion.

Electronic versions are preferred and these can be stored on the network.

**PD Day – Victorian Essential Learning Standards  
Friday 3<sup>rd</sup> June, 2005 Year 9 & 10 (Middle School) Forum**

The electronic version of this form is available on the network.

Taking into account your knowledge, experiences and the documents presented please consider the questions below.

- What will it look like?
- Organisation?
- Curriculum?
- How will the change from CSF to the Essential Learning Standards occur?
- How will this impact on;
  - Students
  - Teachers?
  - Parents?
  - Community?

Please keep a record of the discussions/issues. The records will be used to report back later today and help influence future discussion.

Electronic versions are preferred and these can be stored on the network.

# Appendix 6: Sample of Notes taken at Victorian Essential Learning Standards (VELS) - PD Day, Year 7 & 8 Forum June 3, 2005

## PD Day – Victorian Essential Learning Standards

### Friday 3<sup>rd</sup> June, 2005 Year 7 & 8 Forum

The electronic version of this form is available on the network.

Taking into account your knowledge, experiences and the documents presented please consider the questions below.

- What will it look like?
- Organisation?
- Curriculum?
- How will the change from CSF to the Essential Learning Standards occur?
- How will this impact on;
  - Students
  - Teachers?
  - Parents?
  - Community?

Please keep a record of the discussions/issues. The records will be used to report back later today and help influence future discussion.

Electronic versions are preferred and these can be stored on the network.

#### NOTES TAKEN:

Large group of staff present.

How can we deliver Essential Learning?

Looking at data from students staff & parents. (Council)

We have a problem!

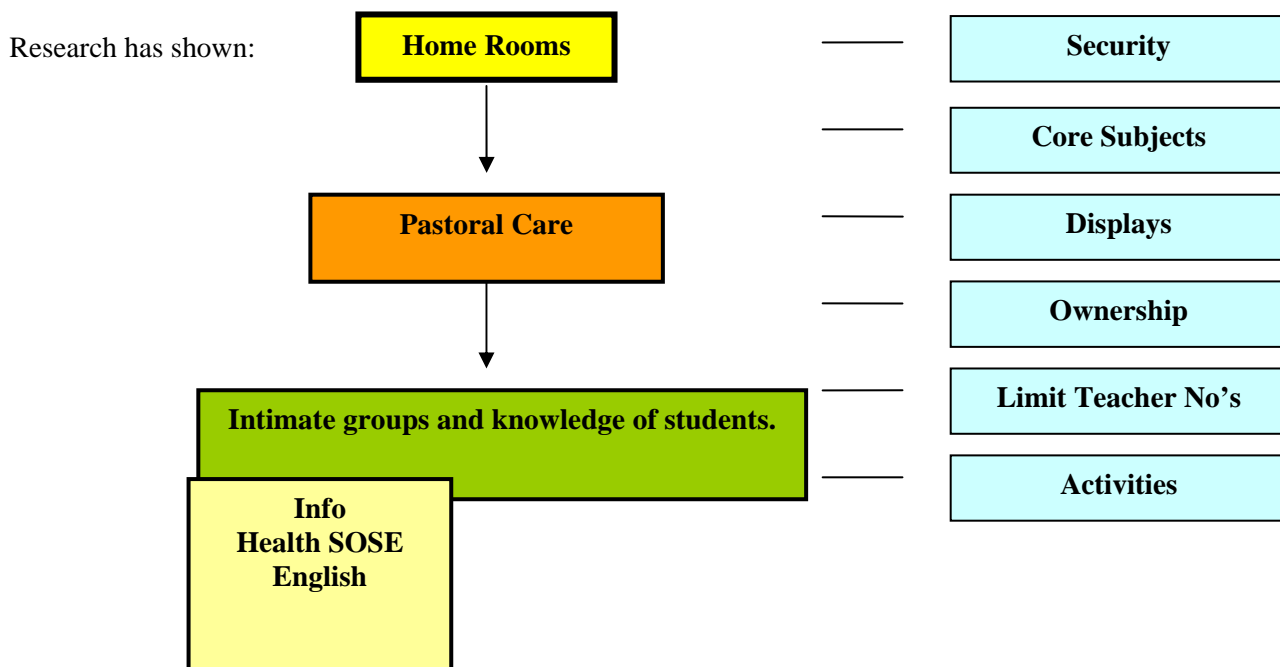
Looking at historical elements - Year 9 was once a problem but Middle School solved this.

- Can we use integrated studies?
- Can we use modules?
- Can we use electives?

#### What do the students want?

= Survey 2 classes of Year 7 & 8.

- As to what they enjoy
- Types of teaching
- Classrooms
- Timetabling



Core teachers report to parents for subjects. Eg: Limit numbers of Parent/Teacher Night.

- 
- 
- 
- 
- Can we convert our buildings (eg: Corridors) to make room for these areas?
  - Money can be saved – no coordinators necessary.
  - Examples were given of other schools in Western Australia, South Australia, Tasmania, where integrated studies have been most successful.
  - David Kefford spoke of a school in Western Australia where it used themes eg: "Swamp" and worked in teams. The teaching team worked hard, meeting at 7.30am but the process proved to produce increased engagement and reduce discipline concerns (reduce staff briefings) (no form assemblies) the teams consisted of SCI/ENG/SOSE/ARTS.
  - Others spoke of South Australian and Tasmanian experiences where all teachers (including the admin) took a home group this allowed classes to be smaller in number, thus allowing teachers to know their students very well.
  - At present at Bairnsdale Secondary College- Coordinators have too many students to look after; lack of pastoral care becomes a problem.
  - Survey to look at Time Out was suggested.
  - Look at sessions – see if there is a pattern in the times. Eg: session 2/4/6.
  - Look at gender, year level, subjects, reasons.
  - Some suggested B.S.C blocks are too long. (particularly for maths).
  - Look at limiting teachers for Year 7 on Fridays.
  - Curriculum change – more time to home groups.

**CONCLUSION            This is our unique chance to change.**

**HALF MEASURES ARE NOT GOOD ENOUGH**

# Appendix 7: Sample of Notes taken at Victorian Essential Learning Standards (VELS) – PD Day, Year 9 & 10 (Middle School) Forum June 3, 2005

## *PD Day – Victorian Essential Learning Standards*

### **Friday 3<sup>rd</sup> June, 2005 Year 9&10 (Middle School) Forum**

The electronic version of this form is available ON THE NETWORK.

Taking into account your knowledge, experiences and the documents presented please consider the questions below.

- **What will it look like?**

Sub Schools, different levels, 3 sub-schools, if we want to connect we need to spend more time with the students. A small group of teachers are responsible for a smaller group of students. Welfare, curriculum. Still do the core subjects. Vertical streaming

- Devalues the House system, tracking the kids through the system

- Limited amount of expertise.

- Restricting choices.

There should not be less choice at middle school.

Teachers should be expert in what they teach.

- Organisation?
- Curriculum?

- Student and staff input into what is learnt, through surveys

- Local community input. Partnerships with industry, community groups, community service group, industry partnerships, community based programs, aged care a priority, outside learnings credited, Core projects that kids could elect in to. The project could be the core. Essential learnings need to be incorporated into the Middle School Certificate. Interdisciplinary assessment. VCE restrictions.

- How will the change from CSF to the Essential Learning Standards occur?

How will this impact on

- Students
- Teachers?
- Parents?
- Community?

Please keep a record of the discussions/issues. The records will be used to report back later today and help influence future discussion.

Electronic versions are preferred and these can be stored on the network.

# Appendix 8: Unit Development Proforma: Planning Learning & Assessment Table

<b>Unit Code:</b> Code <b>Unit Title:</b> Please enter unit title here in italics and not bold				
<b>Learning Focus:</b> Copy Learning focus from the handbook into here. Italics and not bold				
Domain	Dimension	Key Elements of the Standard	Assessment Criteria	Evidence

## Unit Development Proforma: Learning Task & Support Table

<b>Unit Code:</b> Code <b>Unit Title:</b> Please enter unit title here in italics and not bold		
<b>Learning Focus:</b> Copy unit focus from the handbook into here. Italics and not bold		
Learning Tasks	Description	Support / Resources

## Unit Development Proforma: Planning Learning & Assessment Table

Example

The example below is drawn from a VCAA **draft sample unit** within a subject and is **not complete**. It provides you with an indication of how it may be used. Please provide feedback.

Unit Code: Unit Title: <i>Which path for me?</i>				
<b>Learning Focus:</b> <i>This unit has the focus of is to explore a range of possible future pathways. Students will work in groups to research specific career options and make a presentation to the class. Students will be required to present their findings in an appropriate format for the target audience using specific language and conventions. Students will analyse education and training requirements and use their findings to identify possible career paths.</i>				
Domain	Dimension	Key Elements of the Standard	Assessment Criteria	Evidence
Interpersonal Development (Level 6)	Working in teams	Work co-operatively to allocate tasks and develop timelines  Develop strategies to improve learning in teams	Share information  Use ideas of others to develop material further  Seek a shared purpose within a realistic time frame  Complete allocated tasks	Observation of group interactions  Successful completion of tasks with evidence provided in a “journal”
	Building Social Relationships			
Economics (Level 6)	Economic knowledge and understanding	Identify possible career paths and opportunities  Analyse vocational pathways and education and training pathways	Range of possibilities generated  Detail of research findings	Depth and complexity of information  Establishing links between pathways and training
	Economic Reasoning and Interpretation			
Communication (Level 6)	Presenting	Selects suitable technologies and resources to communicate effectively  Use subject specific language and conventions to reflect the purpose of their presentation	Orders material logically and clearly  Selects appropriate mode for presentation	Engaging presentation  Carefully structured  Peer assessment
	Listening, Viewing and Responding			

## Unit Development Proforma: Learning Task & Support / Resources Table Example

Unit Code: Unit Title: <i>Which path for me?</i>		
Learning Focus: <i>This unit has the focus of is to explore a range of possible future pathways. Students will work in groups to research specific career options and make a presentation to the class. Students will be required to present their findings in an appropriate format for the target audience using specific language and conventions. Students will analyse education and training requirements and use their findings to identify possible career paths.</i>		
Learning Tasks	Description	Support / Resources
Career Paths	Brainstorm possible career paths	Concept map
Career Information	Brainstorm possible sources for career information	Mind map
Aptitude Test		
Job Profile Investigation	Includes training requirements, qualifications, salary	OZJAC
		Job Guide
		Careers Database
Group Research Project	Students complete research on the agreed careers	Internet
Class Presentation	Students make a group presentation of their research in one of a number of agreed formats	
Task Journal	Students will need to keep a “journal” that records how they went about their research and presentation, their role and contribution in the group and an evaluation of their role and the other group members	

# Appendix 9: Working Together Domain Workshops

## Flagship Strategy 1

### 1. Domain Workshops “Working Together”

The three Domains below will be on **Tuesday July 25th**. Staff will be able to attend one of the Domain workshops. They are sharing workshops where each staff member will be able to contribute their knowledge and experiences.

**There will not be an expert there to say this is how it will happen.**

All workshop material will be documented and shared.

Domain	Location
Communication	Staffroom
Civics & Citizenship	B5
Interpersonal Development	B7

### Key Questions

- What are the Dimensions associated with this Domain?
- What are the standards at Level 5 and Level 6?
- What will the Domain look like in our classes?
- How will we explicitly teach the Domain?
- What kind of tasks will we give our students to address the standards?
- What evidence will we gather to make judgements on the standards?
- What will student work/skills/behaviours look like?
- How will we keep records of the evidence?
- How will we make consistent judgements?

Staff are asked to read the relevant Learning Focus and Standards statements at Level 5 and Level 6 in preparation for the workshops.

Bring the documents with you and any ideas and suggestions that can help all of us learn.

## Appendix 10: Example of the Unit Development Proforma: Planning Learning & Assessment Table

Unit Code: 120NIO Unit Title: <i>Learning to Shop</i>				
<p><b>Learning Focus:</b> <i>In this unit students will learn to make informed decisions about the ways in which they spend their money. They will develop their financial literacy and personal budgeting skills through a range of economic investigations that will explore the concept of value for money, financing options and where to purchase goods and services. Examples could include entering into a mobile phone contract and buying or selling on eBay. Students will describe and critically analyse the influence that their friends have on the types of products that they buy, the power of the teen dollar and the impact of advertising on consumer decision making. They will use ICT tools to help them visualise their thinking and to create information products which depict advertising techniques and communicate messages to consumers. Students will also use electronic resources to assist them to also analyse and investigate the role of the legal system in the protection of consumer rights and the concept of “buyer beware”.</i></p>				
Domain	Dimension	Key Elements of the Standard	Assessment Criteria	Evidence
Economics Level 5	Economic knowledge and understanding	Students learn to make informed economic and consumer choices	Introduction to personal budgeting  Effects on spending – who influences teenagers?  Valuing money – how much is it worth. Look at history of money over time.	Observations  Successful completion of task
	Economic reasoning and interpretation	Plan investigation and form conclusion through evidence	Students are to conduct a survey and report comparing the purchase of goods in Bairnsdale.	Survey results  Data analysis discussion
ICT Level 5	ICT for creating	Process data and information to create solutions	Conduct research to enable a table to be constructed examining the difference in prices of goods in supermarkets of name brands	Survey results  Successful analysis of figures
	ICT for communicating	Present ideas and understandings to audiences	What is the role of Consumer Affairs in Victoria – How is it reactive? How is it proactive?	PowerPoint display which depicts the working of Consumer Affairs
	ICT for visualising thinking	Use ICT to record decisions and clarify thoughts	Visual communication skills to highlight the presentation of data	PowerPoint display  Effective communication in the display.

## Unit Development Proforma: Learning Task & Support Table

<b>Unit Code:</b> 12ONIO <b>Unit Title:</b> <i>Learning to Shop</i>		
<p><b>Learning Focus:</b> <i>In this unit students will learn to make informed decisions about the ways in which they spend their money. They will develop their financial literacy and personal budgeting skills through a range of economic investigations that will explore the concept of value for money, financing options and where to purchase goods and services. Examples could include entering into a mobile phone contract and buying or selling on eBay. Students will describe and critically analyse the influence that their friends have on the types of products that they buy, the power of the teen dollar and the impact of advertising on consumer decision making. They will use ICT tools to help them visualise their thinking and to create information products which depict advertising techniques and communicate messages to consumers. Students will also use electronic resources to assist them to also analyse and investigate the role of the legal system in the protection of consumer rights and the concept of “buyer beware”.</i></p>		
<b>Learning Tasks</b>	<b>Description</b>	<b>Support / Resources</b>
Wise Buying	Easy ways to make and save money – Wall Poster	Internet Class discussion Ebay Auctions Commerce by Consumer Affairs
Shopping Assignment	Conduct survey using Excel to display the cost variations on items in a supermarket. Critical analysis of figures and how to determine the best way to shop and save money.	Trip to supermarkets in Bairnsdale
Research Project	Consumer Rights depicted in a PowerPoint presentation – the workings of the Consumer Affairs	Consumer Rights and Responsibilities <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a>

# Appendix 11: PD Day August 31, 2006

## PD Day August 31

### Goal

To have all unit development for Year 8-10 completed.

### Targets

Have a common understanding of the Domains, Dimensions and Standards

Share skills and knowledge

Develop and complete Pathways units

Complete all unit proforma electronically

Post units on Share Point

### Location

<b>Communication</b>	A1 / A2
<b>Thinking / LOTE</b>	A4 / A6
<b>Personal Learning / Interpersonal Development</b>	A8
<b>Humanities / Civics &amp; Citizenship</b>	A3
<b>DCT / ICT</b>	A10

### Program

8.50	Meet in the staffroom				
Session 1	9.20 - 10.45		Electronics		
Session 2	11.15 – 1.00	Life Skills	IT		
Session 3	1.45 – 3.15	Pathways	IT	Year 8 English	Digital Photography

### Resources

Resource documents can be found on Share Point:

### Unit Development Proforma

This must be used for all units.

workroom/committees/curriculum/curriculum working documents/August 31 PD Day

## **Handbook**

workroom/committees/curriculum/curriculum document library/Handbook 2007 Final

## **Koorie Content**

Daryl and Tania will be available as resources to assist with Koorie inclusive content.

The Headhunter booklet will also assist with materials.

## **Student Learning**

February 2004 DVD provided to all Program Leaders has useful material

Marilyn has prepared an available resource list

Make sure you have relevant Learning Focus and Standards Documents

### **Fs1**

Online resources are available through the fs1 website. <http://www.sofweb.vic.edu.au/blueprint/fs1/>

Links are provided to VELS, Assessment and Reporting, Professional Learning Package etc.

Program Leaders were provided with a link to the Assessment for Learning site this has some sample units, rubrics etc

Other useful links are available from the curriculum committee page on SharePoint

Sample Draft unit hardcopies are available

The knowledge, skills and expertise of your colleagues

## **Process**

Open the Unit Development Proforma document

### **Save in your directory using the Unit Code as the name**

Complete the proforma refer to the samples provided. *Do not change any of the settings in the tables.*

Upload completed documents into: Workroom/committees/curriculum/curriculum working documents/Developed Units

# Appendix 12: Sample of Digital Documentation for Year 7 and 8-10 Units 2007

## Digital Documentation 2007

### Purpose:

- To complete the digital documentation of all Year 7 and Year 8-10 units
- To complete the digital documentation of resource materials for all units

### Tasks

#### Task 1 Unit Documentation

The following unit documentation must be on Sharepoint Curriculum:

- Planning Learning & Assessment Table
- Learning Task and Support table
- Assessment Grids

Unit documentation must be saved with the correct unit code and name.

### Examples:

201STO Alchemy to Chemistry

Year 7 English

#### Task 2 Unit Resources

All worksheets, resource materials, assessment sheets, detailed task sheets will need to be saved to the designated unit folder in the KLA area of Share point.

### When

Monday 17<sup>th</sup> and Tuesday 18<sup>th</sup> December (9.00 – 3.00)

### Who

All staff will be required to attend. No other activities or meetings to be scheduled at these times.

Library staff and library will be available to assist with resource identification and development.

### Where

Designated rooms in A wing.

All staff need to be able to be located for last minute alterations to reports/time tables etc.

### What

Staff need to bring laptops and USB drives to transfer data to Sharepoint.

KLA Leaders to upload data from Common Drive, USB Drives and Staff Computers to SharePoint.

### Provided

*Morning Teas* and *Lunches* will be provided both days.

### Note

Report collation to be carried out by SSO staff

Domenic Zappia