

Languages in the new Victorian Curriculum

MLTAV Conference

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Chomsky on Language learning

“A language is far more than a than a collection of words. It is a rich repository of cultural wealth, historical tradition, social bonds, and modes of individual self-realization.”

Noam Chomsky

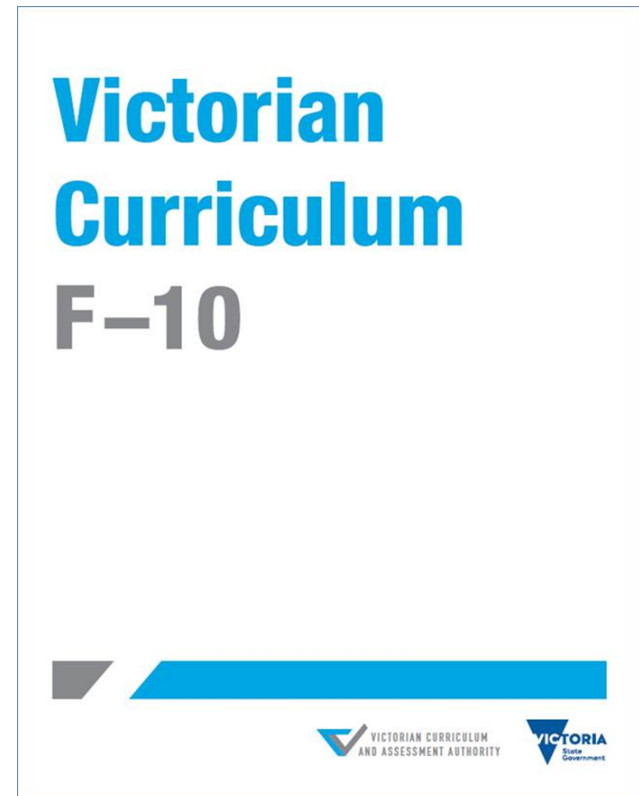
Current numbers of VCE students

- Approx 54,000 students do at least one Year 12 subject each year
- In 2015 approximately 10,400 students studied a Language at Year 12 level



Victorian Curriculum F-10

- ☐ released in September 2015 as a central component of Education State, Victorian Curriculum F-10
- ☐ provides a stable foundation for whole school curriculum planning
- ☐ incorporates the Australian Curriculum
- ☐ builds on VELS and AusVELS
- ☐ reflects Victorian standards and priorities



Design and structure

The Victorian Curriculum is based on eight learning areas and four capabilities

Learning areas	Capabilities
English	Critical and creative thinking
Mathematics	Personal and social capability
Science	Intercultural capability
Health and physical education	Ethical capability
Humanities and social sciences (History, Geography, Civics and citizenship; Business and economics)	
Languages	
The Arts	
Technologies (Design and Digital Technologies)	

Key features

The Victorian curriculum includes 11 levels for English and Mathematics and 5 bands for all other learning areas and capabilities, including Languages

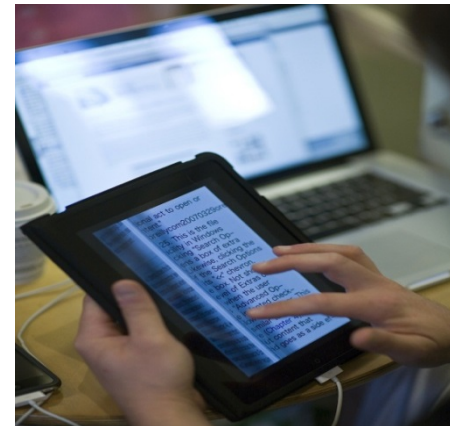
Capabilities are represented as sets of knowledge and skills that are distinct from any single learning area but that students develop and apply across the curriculum

Key features (cont'd)

- Cross-curriculum priorities - Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability, are embedded in the learning areas and capabilities, not represented as separate components of the curriculum
- Four rather than seven capabilities are included in the curriculum. The additional three general capabilities in the Australian Curriculum are Literacy, Numeracy and ICT. These are incorporated in the learning areas.

Strengthened and new content

- References to phonics and phonemic awareness have been strengthened in the English curriculum.
- The Digital Technologies curriculum includes new learning for F-10 students, including computational thinking, developing and evaluating digital solutions and data collection.



Learning about coding is included in both the Digital Technologies and Mathematics curriculum.

Strengthened and new content

- References to respectful relationships and safety in the home have been made more explicit.
- The Victorian Curriculum includes Learning about World Religions. While AusVELS makes numerous references to religion (*for example, Australia as a secular and multi-faith society*), what students should learn about world views and religions has not been specified before. Such content has now been developed, in consultation with key religious and secular stakeholders.

Locating information

The screenshot shows the homepage of the Victorian Curriculum and Assessment Authority (VCAA). The header includes the VCAA logo and the Victoria State Government logo. A navigation bar contains links for Home, Educators, Parents, Students, Notices and Bulletins, and Excellence and Awards. Below this is a blue bar with icons and links for Early Years, Foundation to 10, and Senior Secondary. The main content area is titled 'Foundation – 10 Curriculum' and includes a breadcrumb trail 'HOME > F-10 Curriculum'. The text describes the Victorian Curriculum F-10 as the new curriculum for Victorian schools, incorporating the Australian Curriculum and reflecting Victorian standards and priorities. It also mentions the AusVELS curriculum, which was the initial incorporation of the Australian Curriculum areas of English, Mathematics, History and Science into the Victorian Essential Learning Standards (VELS), and states that the AusVELS curriculum will continue to be available until December 2016. At the bottom, there are two columns of links. The left column, under the 'Victorian Curriculum Foundation-10' header, contains links to the 'Victorian Curriculum F – 10 website' and 'Victorian Curriculum F – 10 resources'. The right column, under the 'AusVELS' header, includes a red banner 'Until December 2016' and links to the 'AusVELS website' and 'AusVELS resources'.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Home Educators ▾ Parents ▾ Students ▾ Notices and Bulletins ▾ Excellence and Awards ▾

Early Years + Foundation to 10 + Senior Secondary +

[HOME](#) > F-10 Curriculum

Foundation – 10 Curriculum

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities.

The AusVELS curriculum was the initial incorporation of the Australian Curriculum areas of English, Mathematics, History and Science into the Victorian Essential Learning Standards (VELS). The AusVELS curriculum will continue to be available until December 2016.

Victorian Curriculum
Foundation-10

[Victorian Curriculum F – 10 website](#)

[Victorian Curriculum F – 10 resources](#)

AusVELS

Until December 2016

[AusVELS website](#)

[AusVELS resources](#)

Presentation

Digital website that provides easy horizontal and vertical navigation

The image displays three overlapping screenshots of the Victorian Curriculum Foundation-10 website, illustrating its navigation and content structure.

Top Screenshot (Main Page): Shows the website's header with the Victorian Curriculum Foundation-10 logo and navigation links (Home, Overview, Curriculum, Levels, Download). The main content area is titled "English" and includes a "Filter" section for "Showing all levels" and "Showing all modes". Below this, there are tabs for "Level 5" and "Level 6", each with a "Description" and "Content Descriptions" section. The "Level 5 Description" states: "In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments." The "Level 6 Description" states: "In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments." The "Level 5 Content Descriptions" section includes "Reading and Viewing" (Language) and "Text structure and organisation" (Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCCEA309)). The "Level 6 Content Descriptions" section includes "Reading and Viewing" (Language) and "Text structure and organisation" (Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCCEA339)).

Bottom Left Screenshot (Welcome Page): Shows the "Welcome" section with the text: "The Victorian Curriculum Foundation-10 (F-10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common knowledge and skills that are required by students for life-long learning, social development and active and informed citizenship." Below this, the "Curriculum planning" section states: "The Curriculum Planning Resource offers schools a range of resources to support planning and documenting a comprehensive whole-school teaching and learning program based on the curriculum."

Bottom Right Screenshot (Level 3 Page): Shows the "Level 3" page with a search bar and a "Filter" section for "Showing selections". Below this, there are tabs for "Civics and Citizenship", "Critical and Creative Thinking", and "History". The "Civics and Citizenship Level Description" states: "The Level 3 and 4 curriculum introduces students to democracy in the context of the familiar and personal as well as the purpose of local government and the services it provides to the community..." The "Civics and Citizenship Content Descriptions" section includes "Government and Democracy" (Identify features of government and law and describe key democratic values (VCCCG001)), "Identify how and why decisions are made democratically in communities (VCCCG002)", "Explain the roles of local government and some familiar services provided at the local level (VCCCG003)", and "Laws and Citizens" (Explain how and why people make rules (VCCCL004)). The "Critical and Creative Thinking Level Description" states: "In Levels 3 and 4, the curriculum focuses on developing the knowledge, skills and understanding to improve and monitor thinking. Students learn and consider the advantages of different thinking techniques. Students learn there are different ways to respond to problems, visualise thinking and think more effectively." The "Critical and Creative Thinking Content Descriptions" section includes "Questions and Possibilities" (Construct and use open and closed questions for different purposes (VCCCTG010)), "Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTG011)", and "Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTG012)". The "History Level Description" states: "In Levels 3 and 4, students explore the history and diversity of their community and the celebrations and commemorations, symbols and emblems important to Australians..." The "History Content Descriptions" section includes "Historical Concepts and Skills" (Chronology: Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement (VCHHC066)), "Historical sources as evidence" (Identify the origin and content features of primary sources when describing the significance of people, places and events (VCHHC067)), and "Describe perspectives of people from the past (VCHHC068)".

The Victorian Curriculum: Languages

The Languages curriculum area focuses on both language and culture

Students

- ❖ learn to communicate across linguistic and cultural systems
- ❖ develop language awareness and intercultural skills and understandings
- ❖ develop openness to different experiences and perspectives
- ❖ develop skills in negotiating experiences and meanings across languages and cultures
- ❖ reflect on language use and language learning



Languages in the Victorian curriculum

- AusVELS provides curriculum templates for different types of languages
- The Victorian Curriculum provides language-specific curriculum documents for 16 languages



Language specific curricula

Language category	Language specific curricula	
Roman Alphabet Languages 8	French Indonesian Spanish Vietnamese	German Italian Turkish Generic - Roman Alphabet Languages
Non-Roman Alphabet Languages 5	Arabic Hindi Generic - Non-Roman Alphabet Languages	Modern Greek Korean
Character Languages 2	Chinese	Japanese
Classical Languages* 3	Classical Greek, Latin and Classical Framework	
Sign Language* 1	Australian Sign Language (Auslan)	
1 Aboriginal Languages and Torres Strait Islander Languages	Victorian Aboriginal Languages*	

* Still to be completed

The Victorian curriculum: Languages

Sequences

- an **F-10 sequence** for students who begin the study of the language in primary school
- a **7-10 sequence** for students who begin the study of the language at Year 7

Includes two **strands** and eight **sub-strands**

Provides

- **content elaborations** specific to each language developed
- **achievement standards at 5 levels: F-2, 3-4, 5-6, 7-8 and 9-10**

Structure of Victorian Curriculum: Languages

Two strands and eight sub-strands

Strand	Communicating	Understanding
Sub-strands	Socialising	Systems of language
	Informing	Language variation and change
	Creating	The role of language and culture
	Translating	
	Reflecting	

Strands and sub-strands

Each sub-strand has a series of content descriptions, but they are not a checklist.

The aim is for the teaching and learning program to integrate the content descriptions into ‘topics’/ units of work. A thematic approach across a range of learning areas will provide valuable contexts for student learning.

Student learning

Curriculum
(what)

Pedagogy
(how)

Assessment
(how well)

Reporting
(where)

Curriculum

- defines **what** it is that all students have the opportunity to learn
- is represented as a continuum defining increasingly complex knowledge, skills and concepts
- each school develops the teaching and learning program - **how** the curriculum is delivered

Achievement standards

The learning sequence undertaken by students will determine their progression through the achievement standards, as follows:

- F–10 Sequence: the first achievement standard for Languages is provided at Foundation–Level 2 and then at Levels 4, 6, 8 and 10.
- 7–10 Sequence: the first achievement standard is provided at Level 8 and then at Level 10.

Assessment and reporting

- ❑ Achievement standards as a continuum of language learning, not an age-determined set of expectations
- ❑ Reporting in Victoria to be against the achievement standards but with measures set by individual schools
- ❑ Using assessment to adjust teaching

Assessment

“.....performances on assessment tasks should be recorded using one or more task ‘rubrics’.”(Masters)

Rubrics:

- provide descriptions of observable characteristics of performance in an assessment task
- make explicit what is being looked for and valued as evidence of successful learning

Demonstrating achievement of the standards

- Rubrics or assessment criteria can be developed from the achievement standards
- Each level of the standards outlines expectations after two years of study
- Units of work may address a number of standards at the same time

Demonstrating achievement of standards

- The standards outline what the student is *able to do*
- Students *demonstrate* what they are able to do through the products they present for assessment



Assessing progress in the language

- Make assessment part of program design
- Have clear criteria (rubrics)
- Students discuss assessment criteria
- Collect evidence over term



Victorian curriculum

Challenge:

Turning these curriculum documents into teaching and learning programs for Languages that will engage and extend students learning

Could begin with an audit of the current school Languages curriculum to see which aspects of the Victorian curriculum are already covered

Importance of curriculum planning

By Unit / Lessons

Does the unit plan/sequence of lessons:

- specify the content descriptions addressed in each unit/sequence of lessons?
- specify the achievement standards addressed in each unit/sequence of lessons?
- include the resources and activities used to develop knowledge and skills?
- provide for a range of student abilities?
- specify the assessments used to monitor and progress student learning?
- provide guidance about the approximate time required for the unit/sequence of lessons?

<http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool>

Importance of curriculum planning

By Curriculum Area

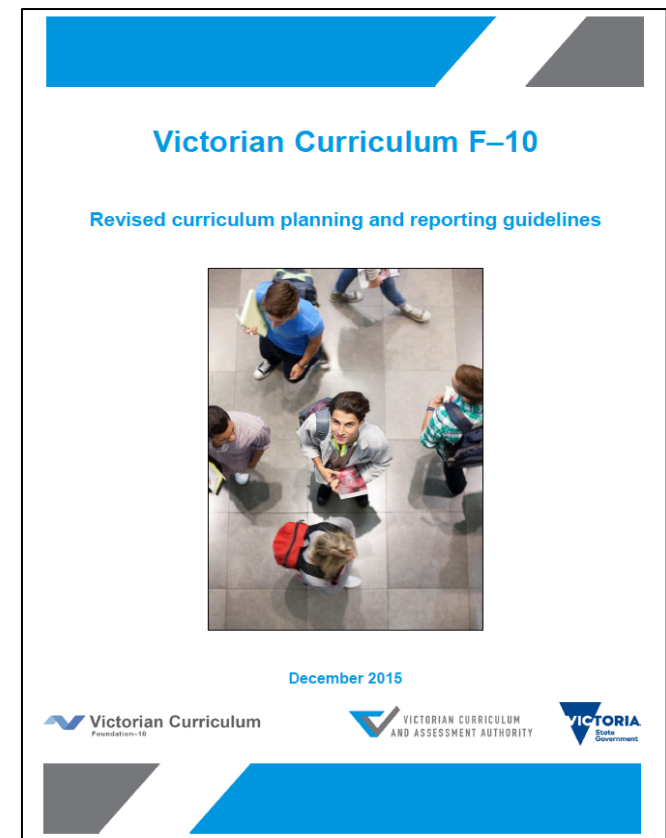
Does the teaching and learning program for each learning area and capability:

- provide an overview of the overarching concepts/ideas to be developed across the years of schooling?
- outline the contexts/topics that will be used for the development of the knowledge and skills?
- outline the sequencing of the key knowledge?
- outline the sequencing of the key skills?
- include the achievement standards?
- include the approximate time allocations for contexts/topics?

<http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool>

Reporting

- Schools will not be constrained by a one-size-fits-all approach
- Schools have the flexibility to determine, in partnership with students, parents and the local community, the timing and format of their reports, in the context of the following requirements



Reporting Years F–10

- Schools report student progress in English and Mathematics against achievement standards every year from F- 10
- From Year 3 onward schools report student progress in English, Mathematics and Science against achievement standards every year
- From Year 3 Schools report on student achievement in Languages every two years

Years 3–10 (in two-year bands)

Schools report on student achievement in these curriculum areas every two years:

- The Arts (Years 9–10 can be Visual or Performing)
- Languages
- Humanities: including History, Geography, Economics and Business (from Year 5 or 6), and Civics and Citizenship (from Year 3 or 4)
- Technologies: including Design and Technologies and Digital Technologies
- Capabilities: Critical and Creative Thinking, Intercultural, Ethical, and Personal and Social Capability
- Health (and Physical Education)

Key messages

Use of English

- Students are encouraged to use the language being studied as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice.
- Students will have opportunities to engage with members of the community who speak the language being studied, which in some cases will be facilitated via digital technologies.
- English is used, where appropriate, for discussion and reflection, enabling students to share complex ideas about language and culture.

Victorian Curriculum - Chinese Levels 7 and 8

Communicating Content description

Content elaborations

Socialising

Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities

Socialising

- participating in posting on a shared blog and exchanging personal information (for example, name, age, nationality, school and year level) with students from sister schools, (for example, 你好, 我叫 Ann, 我是澳大利亚的学生)
- responding to correspondence (such as emails, letters or postcards) by answering questions, clarifying meaning (for example, 你说你想来澳大利亚, 是吗?), seeking further information (for example, 你想一月份来吗?) and addressing requests, for example, 澳大利亚一月是夏天, 很热
- using supporting images in own writing, for example, using emoticons such as >_<||| to enhance meaning in digital communication
- using digital media to produce a bilingual publicity flier for an upcoming cultural or sporting event (for example, 汉语角), to promote Chinese learning among school community members



Achievement Standard: Extract from Year 7/8 Chinese

(Year 7-10 sequence) Second Language Learner Pathway

Communicating strand

By the end of Year 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起, 我听不懂, 你说什么?), and transact and make arrangements, for example, 你要来我家吗?

They use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction.....



Victorian Curriculum - French Levels 5 and 6

Understanding

Content description

Content elaborations

Language variation and change

Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge



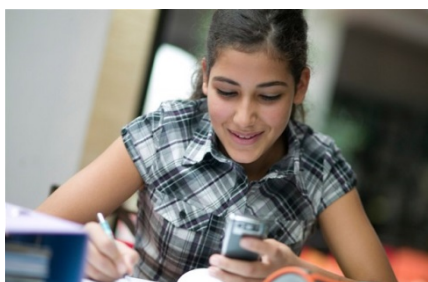
Language variation and change

- investigating influences on the French language of major community languages in France such as Arabic (for example, *le toubib*, *le bled*, *kif-kif*), Italian (for example, *le fiasco*, *bravo*, *espresso*) or Chinese, (for example, *le ginseng*, *le tai-chi*, *le litchi*)
- understanding that French, like all languages, is constantly expanding to include new words and expressions in response to changing technologies, digital media and intercultural experiences, for example, *skyper*, *googliser*, *le courriel*, *photophoner*

Achievement Standard: Extract from Levels 5/6 French

Understanding strand

By the end of Year 6, students recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l'hypermarché*). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.



Victorian Curriculum - Italian Levels 7 and 8

Communicating

Content description

Content elaborations



Socialising

Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes

Socialising

- greeting others, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, using appropriate familiar or formal language, for example, *Mi chiamo ... e tu? Come ti chiami? Ho 12 anni. Sono Carla. Ciao Giorgio, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, ArrivederLa. Come si chiama? Buongiorno professoressa, come sta?*
- describing and comparing friends and family, for example, using [subject + verb + adjective]: *Il mio amico è simpatico*
- describing routines, events and leisure activities (for example, *Ogni weekend vado al cinema ... Mi piace/non mi piace + [infinitive verb]. Gioco a/pratico il*), and comparing these to similar events for Italian peers



Achievement Standard: Extract from Levels 7/ 8 Italian

(7-10 sequence)

Communicating strand

By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants.

They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment,.....)



Victorian Curriculum - Italian Levels 7 and 8

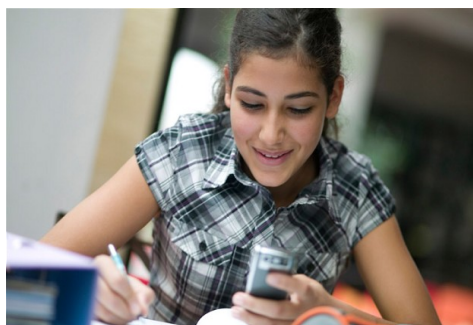
Understanding

Content description

Content elaborations

Language variation and change

Analyse and understand the dynamic nature of the Italian language, and of languages in general



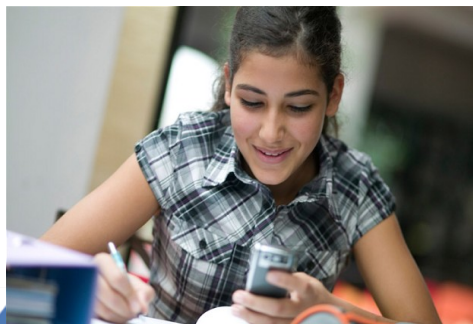
Language variation and change

- exploring the influence of technological change on the Italian language, such as:
- the borrowing and adapting of technical terms, for example, *cliccare, il mouse, la password, chattare*
- observing the changes to language when used in abbreviated forms in multimedia communications, for example, 6 = *sei*, x = *per*, + = *più*, - = *meno*, TVTB = *ti voglio tanto bene*, ke = *che*
- understanding the influence of other cultures on Italian, for example, the use of borrowed words such as *il make-up, il bébé, un tailleur, il wurstel, il krapfen*
- recognising that Italian is used in diverse communities and that it changes in response to local cultural contexts

Achievement Standard: Extract from Levels 7/ 8 Italian 7-10 sequence

Understanding strand

By the end of Year 8, students
analyse the impact of technology and media on
communication and language forms, the
influence of Italian and English on one another,
and the interrelationship of language and
culture. They reflect on how they interpret and
respond to aspects of Italian language and
culture, and to intercultural experience, and
identify how their response may
be shaped by their own
language(s) and culture(s).



Strategies to support thinking processes in the Languages classroom

- Work on topics that students are interested in
- Have them solve problems in groups
- Strike a balance between demands of problem – solving task and students' linguistic skills
- When giving a thinking skills lesson in a Language class keep target language simple and cognitive demands higher



Intercultural capability – Values and Dispositions

The intercultural capability aims to cultivate in students:

- curiosity
- responsibility
- care
- reciprocity
- respect
- open-mindedness
- empathy
- critical mindedness

In the Victorian curriculum new emphasis is placed on the Intercultural capability. This is a vital capability in a globalised world that can be developed across the curriculum. There are opportunities for teachers of Languages to support other teachers to work in this area of the curriculum.

VCAA Curriculum Planning website

- ❑ The Curriculum Planning website offers a range of resources to support planning and documenting the curriculum.
- ❑ It includes a self-assessment tool and a suite of curriculum planning examples for both primary and secondary schools.

Curriculum planning website



Introducing whole-school curriculum planning

The curriculum planning portal offers school leadership a range of resources to support planning and documenting a comprehensive school-wide curriculum.

In Victoria the school curriculum is set out in the Victorian Curriculum F–10, released in September 2015. The curriculum defines the common and

Whole-school curriculum planning involves four interrelated layers:

- [By School](#) – a high-level summary of the coverage of all the curriculum areas, reflecting the school's goals, vision and any particular areas of specialisation or innovation
- [By Curriculum Area](#) – the sequencing of key knowledge and skills

Timeline for Languages in the Victorian Curriculum

- The Victorian curriculum, based on the Australian Curriculum for Languages, is being progressively released.
- School curriculum plans and implementation in schools ready from the start of the 2017 school year



Timeline for Languages in the Victorian Curriculum

2015-16	From 2015
<ul style="list-style-type: none">• AusVELS curriculum available• AusVELS website archived December 2016	<ul style="list-style-type: none">• Victorian Curriculum available• Full implementation from 2017

F-10 curriculum planning and reporting

Victorian Curriculum F-10

Revised curriculum planning and reporting guidelines



December 2015

 Victorian Curriculum
Foundation-10

 VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

 VICTORIA
State
Government

<http://www.vcaa.vic.edu.au/>

Provides guidelines on teaching and learning within stages of schooling:

- ☐ Foundation (F-2)
- ☐ Breadth (Years 3 – 8)
- ☐ Pathways (Years 9 – 10)

Provides guidelines on reporting of student achievement against a whole-school teaching and learning plan.

A common language

**“If English is the world’s
lingua franca, how come
there’s no word in English
for *lingua franca*?”**

Writer unknown

VCAA websites

Victorian Curriculum F-10 Resources and Support

<http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx>

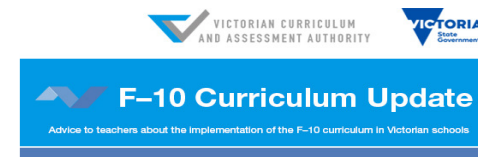
Victorian Curriculum F-10

<http://victoriancurriculum.vcaa.vic.edu.au>



Curriculum Planning Resources:

<http://curriculumplanning.vcaa.vic.edu.au/home>



Subscription form

The *F-10 Curriculum Update* provides advice about the implementation of the F-10 curriculum in Victoria, including developments, resources and professional learning opportunities.

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First Name*

Surname

Email*

School, provider or organisation name (if applicable)

Education levels provided (if applicable): ☒

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