

AIM Testing 2002 Years 3 and 5 Guide for Principals and Teachers

This guide contains the following parts:

Part 1: Administrative Advice

Part 2: Teacher Assessed Tasks

Part 3: Centrally Assessed Tasks

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Phone Helpline

A tollfree telephone service operates to assist schools with their queries about the AIM Years 3 and 5 Testing. This service operates from 8:30 am to 5:00 pm Monday to Friday. After 5:00 pm and on weekends or public holidays, a message service operates.

AIM Years 3 and 5 Testing Information Line

For assistance with:

- administrative procedures
- implementation or assessment of the tasks
- general queries about the AIM Years 3 and 5 Testing

For queries about:

- the delivery and collection of test materials
- the delivery of results
- the installation of result disks
- reports to parents and schools

contact the Victorian Curriculum and Assessment Authority on

Freecall 1800 648 637

Principals and teachers should feel free to use the AIM Years 3 and 5 Testing Information Line at any time.

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This publication is available on the Victorian Curriculum and
Assessment Authority website at:

www.vcaa.vic.edu.au

Introduction

The Achievement Improvement Monitor

The Achievement Improvement Monitor (AIM) is an integrated set of assessment and monitoring programs including:

- Classroom assessment
- Comprehensive reporting
- Homework guidelines
- Learning improvement
- Statewide testing.

The overall emphasis of these linked components is on assessment and monitoring that leads to action for students by helping teachers and parents make well-informed decisions. The AIM will support schools to use assessment data, including the outcomes of statewide testing and classroom assessment, to help all students learn.

Teachers make judgements about the progress of their students on a continual basis. **Classroom assessment** is an essential component of these judgements and the AIM will improve the availability of quality classroom assessment materials. Reporting to parents on student progress is also a key mechanism to assist student learning. The AIM will introduce more accessible and **comprehensive reporting**.

Homework guidelines as a component of the AIM will help parents and students consider the best approaches to homework and how school work outside school hours can assist student learning.

These components together with **statewide testing** make up the AIM.

This publication provides details of the testing component of the AIM and the administration of the testing component in Years 3 and 5 in 2002.

Part 1: Administrative Advice

Section 1: Pre-test Information

Principals' checklist for administration of AIM Years 3 and 5 Testing 2002

Date	Page
Friday 28 June	<ul style="list-style-type: none"> • Request a variation to testing dates if exceptional circumstances warrant consideration. 13, 32 • Request large-print or braille materials for visually impaired students 17, 33
Friday 19 July	<ul style="list-style-type: none"> • Distribute the AIM Testing 2002 Guide to teachers 18 • Request extra materials if insufficient received. 19 • Store assessment tally sheet with return packaging material. 19 • Distribute student worksheets for the Mathematics teacher assessed task and pencils to teachers. 19
Friday 2 August	<ul style="list-style-type: none"> • Distribute booklets for the centrally assessed tasks to teachers. 19
Monday 5 August	<ul style="list-style-type: none"> • Ensure that teachers have marked the teacher assessed tasks. 22
Wednesday 7 August	<ul style="list-style-type: none"> • Ensure that the student details pages of the task booklets have been completed accurately 25-29 • Ensure that teacher assessed task marks have been entered accurately. 27 • Ensure that centrally assessed task booklets are prepared for collection 24
Thursday 8 August	<ul style="list-style-type: none"> • Ensure that centrally assessed task booklets are ready for collection by 8:30 am in the general reception area. 24
Wednesday 14 August	<ul style="list-style-type: none"> • Notify the VCAA Hotline 1800 648 637 if the completed task booklets have not been collected by 3:45 pm 24
Friday 16 August	<ul style="list-style-type: none"> • Final date to return centrally assessed task booklets for students given catch-up assessments or for classes which had approval for a variation to testing dates 24
Friday 25 October	<ul style="list-style-type: none"> • Notify the VCAA on Freecall 1800 648 637 if testing results have not been received 30

Timetable for AIM Years 3 and 5 Testing

Teacher Assessed Tasks

Task	Date	Time allocation Year 3	Time allocation Year 5
English (Writing) task	22 July – 2 August	90 minutes*	90 minutes*
Mathematics (Space) task	22 July – 2 August	30 minutes	40 minutes
<p>Note</p> <p>* The 90 minutes for Writing may be allocated in one session or in a number of sessions on different days.</p>			

Centrally Assessed Tasks

Task	Date	Time allocation Year 3	Time allocation Year 5
Mathematics	Tuesday 6 August	35 minutes	45 minutes
English	Wednesday 7 August • First session	40 minutes	50 minutes
Spelling	Wednesday 7 August • Second session	15 minutes [#]	15 minutes [#]
Writing	Wednesday 7 August • Third session	35 minutes	40 minutes
<p>Note</p> <ul style="list-style-type: none"> • While the school may choose the most appropriate starting time for each session, the order of the sessions and dates cannot be varied. <p>[#] This time is an estimate only. Allow sufficient time to complete both spelling tasks.</p>			

Administrative procedures for Principals

Responsibilities of the Principal

All materials are addressed to the Principal who should ensure that:

- any special arrangements needed (for example, changes in times due to school camps) have been registered with the Victorian Curriculum and Assessment Authority (VCAA) and approved by the appropriate sector authorities (see page 13)
- any special administrative arrangements are made which are necessary to conduct the tests
- there are sufficient testing materials for each student undertaking the tests (see page 19)
- testing materials are stored securely until the dates specified for the assessments and that a professional approach to the security of the testing material is adopted by all staff
- staff have adequate time to become familiar with the assessment tasks and the teachers' administrative instructions prior to the tests
- school-based assessments are fair, carried out under standard conditions and in accordance with the administrative procedures in this guide
- all assessment undertaken by teachers is based on the assessment advice in this guide
- arrangements are made for students who require special materials or test conditions
- exemptions are granted according to the VCAA guidelines and a record of students given exemptions is maintained at the school (see pages 15 and 34)
- the numbers of students exempted for reasons of disability, limited English skills or other reasons at each level is recorded on the tally sheet
- a list of student names is attached to the tally sheet
- task booklets are completed and ready for return on the specified dates (see page 24)
- completed material is ready for collection.

The Principal may appoint a delegate to act for the Principal in carrying out administrative tasks associated with the Testing.

Request to Vary Dates

This information was detailed in the *Information for Principals* booklet sent to schools in May. If you require to vary dates and have not yet applied, please submit the form as soon as possible.

In exceptional circumstances, if the school has planned special activities for **6 and 7 August** and these dates cannot be changed, the Principal may request that the Victorian Curriculum and Assessment Authority vary the dates for the centrally assessed tasks for the school. The form 'Request to vary dates for AIM Years 3 and 5 Testing 2002' (see page 32) should be used for this purpose.

Please note: Government and Catholic schools require approval from the appropriate sector authority before applying to the Victorian Curriculum and Assessment Authority.

Prior to sending the form to the Victorian Curriculum and Assessment Authority:

- **Government schools** should send the form to their Department of Education and Training (DE&T) Regional Director for approval
- **Catholic schools** should send the form to the Director of Catholic Education, James Goold House, 228 Victoria Parade, East Melbourne 3002 for approval.

Independent schools may send the form directly to the Victorian Curriculum and Assessment Authority.

This form should be returned to the VCAA no later than **Friday 28 June**. A copy should be retained for school records.

In the case that dates need to be varied, the school will make arrangements with the Victorian Curriculum and Assessment Authority for a whole class to undertake assessments the following week. There is no provision for classes to undertake the tests before the specified dates. The Victorian Curriculum and Assessment Authority will contact the school to notify the Principal of the result of this request.

If a variation to the Testing dates is approved, the school will be responsible for the secure return of completed Testing tasks for the affected class or classes to the VCAA. Schools must return student work, at the school's expense, as soon as possible after the completion of the centrally assessed tasks, but no later than **Friday 16 August**. The address for returning work is given on page 24.

In the case where one student or a small number of students have a planned absence for **6 and 7 August**, such as a camp or appointment, the student(s) may be treated as catch-up assessments and complete the tasks before **Friday 16 August** (see page 16).

Checking of Student Information

Schools are required to include a list of student names with the returned booklets. This list should be attached to the tally sheet.

- For Government Schools: the list of student names can be generated using CASES report: the AIM Student Details Report.
- For Non-Government Schools: a list in any format that provides student names and date of birth is acceptable.

Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) has developed the AIM program and delivers it in schools. The VCAA is committed to the protection of student information. All personal information collected during the AIM program is used in accordance with the *Information Privacy Act 2000*.

In order to conduct the AIM, the VCAA collects the names and performance data of all students who undertake either the Year 3, 5 or 7 AIM tests.

The VCAA also collects information on gender, language background other than English, and Aboriginal and Torres Strait Islander origin of students doing the AIM, in order to report to the Commonwealth and State Governments on student performance. No individual students are identified in such reports.

All student information is provided to the VCAA directly by the school.

The VCAA uses the student information provided by schools during the AIM program to report to parents on their own child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual students' strengths and weaknesses.

The VCAA will not provide identifiable student data to any other person or organisation without the consent of the parent, unless required to do so by law or other regulation.

All personal information collected by the VCAA is retained by the VCAA and stored securely. Access is limited to authorised staff at the VCAA.

Correspondence concerning access to student's AIM data should be directed, in the first instance, to the school principal.

AIM Years 3 and 5 Testing Guidelines

Who is Assessed?

All students in Year 3 and Year 5 will undertake the Testing unless an exemption is granted (see exemptions below). Students are defined as Year 3 or Year 5 by the census data. In a small number of cases where students may not be assigned a year-level according to school census data, the Principal may determine the appropriate year-level placement of the student for Testing participation.

Exemptions

In certain circumstances students may be granted an exemption from the AIM Years 3 and 5 Testing. The Principal may grant an exemption to students with disabilities and impairments, to students who have been learning English in Australia for less than two years, and in other exceptional circumstances. Parents should correspond with Principals requesting such exemptions. These decisions are made at the school level.

The Principal should consult specialist staff and ensure that parents sign a document agreeing to the exemption. The form 'Register for exemptions from AIM Years 3 and 5 Testing 2002' (on page 34) should be used for this purpose. This form is to be retained by the school.

The number of students exempted from the test for:

- learning disability or impairment
- learning English in Australia for less than two years
- other reasons

is to be recorded on the School Tally Sheet for return to the Victorian Curriculum and Assessment Authority with the test booklets.

When filling in the School Tally Sheet:

- The number entered for male for each category should be the total number of male students exempted. Please indicate in the following spaces if any of these students are from a language background other than English (LBOTE) or are Aboriginal or Torres Strait Islander (ASTI) students.
- The number entered for female for each category should be the total number of female students exempted. Please indicate in the following spaces if any of these students are from a language background other than English (LBOTE) or are Aboriginal or Torres Strait Islander (ASTI) students.

Occasionally, a school will host visiting students from other schools or students who normally undertake their studies at home. In these cases the Principal will decide whether the students may undertake the Testing at the school. If permission is granted, the Principal is responsible for sending the reports of these students to the home school or appropriate location.

Transferring Students

- The results for each student are processed according to the school code which is recorded on the task booklet.
- If a student transfers to another school after completing the Testing, the student's results are sent to the school where the test was completed.
- The Principal is responsible for sending the parent report to the parents.
- The Principal may forward other information from the results CD to the student's current school.

Absences

Occasionally, a student will not undertake a task due to an extended illness or other personal reasons. In these cases it will not be necessary for the student to catch up on an assessment held on a day he or she was absent. If the student does not complete one or more tasks, the class teacher should complete the details of the absence for the student on the student details page of the task booklet.

Catch-up Assessments

If a student does not undertake one or more centrally assessed tasks on **6 and 7 August** but the teacher, student or the student's parents request a catch-up assessment, the Principal may agree to this provided the assessment is completed before **Friday 16 August**. The Principal must ensure that the student work is sent to the VCAA by certified mail with details of materials returned. This must be done at the school's expense, no later than **Friday 16 August**. The address for returning work is given on page 24.

Conditions for Students with Special Learning Needs

The Principal has discretion in providing special conditions for students experiencing learning difficulties or students experiencing personal or social conditions which may affect performance. These would include:

- special test materials for visually impaired students
- reasonable extra time
- extra people or equipment to assist students to complete the task
- a different environment from that used by other students
- use of technology, such as word processors, to complete the task.

The Principal should make plans to cater for the needs of students requiring special conditions and ensure that specialist staff or other requirements are available on the days the Testing is conducted. All teachers of Year 3 and Year 5 students should be aware of this information on special conditions.

Large-print and Braille Materials

This information was detailed in the *Information for Principals* booklet sent to schools in May. If you require large-print or braille materials and have not yet applied, please submit the form as soon as possible.

Large-print and braille versions of the centrally assessed task booklets will be available for visually impaired students and schools may also provide support in the form of a scribe, technological assistance (such as word processors) or a person to assist the students.

Schools requiring large-print or braille versions of the assessments for students should complete the form 'Request for large-print and braille materials for AIM Years 3 and 5 Testing 2002' (see page 33) and fax it to the VCAA by **Friday 28 June**.

If these materials do not arrive by **Friday 26 July**, the Principal should contact immediately the VCAA on Freecall 1800 648 637.

Hearing-impaired Students

In cases where hearing-impaired students will undertake AIM Years 3 and 5 Testing, the Principal should discuss special conditions for these students with the relevant staff. The Principal is responsible for deciding the appropriate conditions for each hearing-impaired student.

Special Environments

Special environments may also be appropriate for some students. These could take the form of a separate room or a hospital room.

Students enrolled in the Distance Education Centre will undertake the Testing in the way these students normally complete their studies.

Special conditions must be authorised by the Principal. The Principal should keep a record of any special conditions arranged for students. Schools will be aware of any special conditions for individual students or classes and will be able to interpret their results in light of these circumstances.

Composite and Multi-age Classes

In some schools, multi-age and composite classes operate across year-levels, including Years 3 and 5.

If teachers wish to have all the class working on the same tasks, the Mathematics worksheet and the task booklet may be photocopied to provide extra copies.

Delivery of Materials

Package Contents

This package contains:

- an introductory letter
- the Principal's administrative instructions
- packing sheet (which details contents)
- tally sheet (for return purposes)
- *AIM Years 3 and 5 Testing 2002 Guide for Principals and Teachers* (this publication)*
- student worksheets for the teacher assessed Mathematics (Space) task[#]
- student task booklets and magazines[†]
- a 2B pencil for each student
- a return label.

* *2002 Guide for Principals and Teachers*

The Principal may distribute copies of this Guide to Years 3 and 5 teachers as soon as practicable.

This guide contains the following sections:

- **Administrative advice.** This section contains advice on administrative aspects of the testing, and the forms needed to send requests to the VCAA.
- **Teacher assessed tasks.** This section describes the teacher assessed Mathematics (Space) task and English (Writing) task and specifies how they are to be conducted. Each task is accompanied by the marking scheme and examples of the way the marking criteria should be applied to student work. Examples of student work and how the criteria have already been applied are also included. Sheets to record students' results, which are to be transcribed onto students' task booklets, are also provided in the handbook.
- **Centrally assessed tasks.** This section specifies how the centrally assessed tasks are to be conducted.

Materials for the Mathematics (Space) Teacher Assessed Task

Worksheets for the Mathematics (Space) teacher assessed task have been supplied for all students in Years 3 and 5. Teachers should note that students in Year 3 will use the same worksheet as students in Year 5 but they should not complete the questions specified for Year 5 only.

† Student Task Booklets and Magazines

The booklets and magazines for centrally assessed tasks are shrink-wrapped in clear plastic. There is one task booklet and one magazine for each student in each year-level. The booklet contains all centrally assessed tasks. English and Mathematics demonstration questions will help teachers and students to become familiar with the format of the task booklets (see pages 96-102).

Checking Materials

Schools are provided with the quantity of test materials indicated by the census enrolment figures.

- **Student materials** – the number of task booklets, magazines and Mathematics worksheets provided is based on the census enrolment figures for each year level plus at least 10% extra.
- **Guide for Principals and Teachers** – the number of Guides provided is calculated as one for each 20 students or part thereof plus at least one extra.

These numbers are specified in the packing sheet accompanying this package.

- **The packing sheet** included with the test materials should be used to check that the correct quantity of materials has been provided.
- **The tally sheet** should be retained and used when collating and packing completed student work. If any booklets are returned later than the main package, please include a photocopy of the tally sheet to identify these booklets.

Task booklets and magazines should be counted without opening the clear plastic covering. If there are insufficient quantities of any materials, the Principal may:

- contact the nearest Regional office of the Department of Education & Training (DE&T) or the Catholic Education Office. These centres will be supplied with at least 50 copies of all AIM Years 3 and 5 Testing materials and will make these available to schools from all sectors if extra material is needed at the school. A list of these offices is supplied on pages 20-21.

or

- complete the form 'Request for extra materials for AIM Years 3 and 5 Testing 2002' (on page 35) and immediately fax it to the VCAA on (03) 9651 4612.

Security of Materials

The Principal should be aware of issues relating to the security of test materials and brief staff about the need to keep materials secure prior to and during the conduct of the assessments.

The Principal should ensure that task booklets for the centrally assessed tasks are kept in a locked container or room at all stages including after distribution to Years 3 and 5 teachers.

Distribution of Materials to Years 3 and 5 Teachers

The Principal may distribute to Years 3 and 5 teachers the teacher guides, student worksheets for the teacher assessed Mathematics task and pencils as soon as they have been checked against the tally sheet.

Booklets for the centrally assessed tasks should not be distributed to Years 3 and 5 teachers until **Friday 2 August**.

REGIONAL OFFICES: Catholic Education Offices

Region	Contact Name	Title	Address	Postal Address	Tel/Fax
Melbourne – Central	Rev. Thomas Doyle	Director	James Goold House 228 Victoria Parade East Melbourne 3002	PO Box 3 East Melbourne 3002	T (03) 9267 0228 F (03) 9415 9325
Ballarat – Main	Mr Larry Burn	Director	Catholic Diocesan Office 5 Lyons Street South Ballarat 3353	PO Box 576 Ballarat 3353	T (03) 5337 7135 F (03) 5331 5166
Ballarat – Central Zone	Mr Jim Delaney	Educational Consultant	4 Dawson Street South Ballarat 3353	PO Box 562 Ballarat 3353	T (03) 5331 4944 F (03) 5331 8603
Ballarat – Northern Zone	Mr Vincent Dillon	Educational Consultant	Level 1 361 Deakin Avenue Mildura 3502	PO Box 1983 Mildura 3502	T (03) 5023 5144 F (03) 5021 3503
Ballarat – Southern Zone	Miss Dianne Westbrook	Educational Consultant	92A Liebig Street Warrnambool 3280	PO Box 1019 Warrnambool 3280	T (03) 5561 1177 F (03) 5561 2061
Sandhurst – Bendigo	Mr Denis Higgins	Director	Catholic Education Office 181 McCrae Street Bendigo 3550	181 McCrae Street Bendigo 3550	T (03) 5443 2377 F (03) 5441 5168
Sandhurst – Benalla	Mr Michael Avery	Educational Consultant	32 Arundel Street Benalla 3672	PO Box 391 Benalla 3672	T (03) 5762 4177 F (03) 5762 5676
Sale – Warragul	Dr Therese D’Orsa	Director, Education Diocese Sale	6 Witton Street Warragul 3820	PO Box 322 Warragul 3820	T (03) 5622 6600 F (03) 5623 4258
Melbourne – Southern Area	Miss Pauline Zuppulla	Area Deputy Chairperson	14 Spring Street Highett 3190	14 Spring Street Highett 3190	T (03) 9532 1922 F (03) 9553 5005
Melbourne – Eastern Area	Ms Evelyn Morgan - Brooker	Area Deputy Chairperson	15 Forest Road Ferntree Gully 3156	PO Box 174 Ferntree Gully 3156	T (03) 9758 4999 F (03) 9752 3192
Melbourne – Northern Area	Mrs Colleen Yeomans	Area Deputy Chairperson	Cnr Howard & Rosslyn Streets West Melbourne 3003	Cnr Howard & Rosslyn Streets West Melbourne 3003	T (03) 9329 8800 F (03) 9326 7443
Melbourne – Western Area	Mrs Pauline Salter	Area Deputy Chairperson	255-267 Old Geelong Rd Hoppers Crossing 3029	PO Box 4026 Hoppers Crossing 3029	T (03) 9748 0844 F (03) 9748 5289

REGIONAL OFFICES:

Department of Education & Training

Region	Contact Name	Title	Address	Postal Address	Tel/Fax
Barwon South – Western	Mr Trevor Fletcher	Regional Director	Vines Road, North Geelong 3215	PO Box 240 North Geelong 3215	T (03) 5272 8300 F (03) 5277 9926
Central Highlands Wimmera	Mr Peter Henry	Acting Regional Director	Level 1 1220 Sturt Street Ballarat 3350	Level 1 1220 Sturt Street Ballarat 3350	T (03) 5337 8444 F (03) 5333 2135
Eastern	Mr Ross Kimber	Regional Director	Level 2 29 Lakeside Drive Burwood East 3151	Level 2 29 Lakeside Drive Burwood East 3151	T (03) 9881 0200 F (03) 9881 0241
Gippsland	Mr Peter Greenwell	Regional Director	Cnr Kirk & Haigh Streets Moe 3825	PO Box 381 Moe 3825	T (03) 5127 0400 F (03) 5126 1933
Goulburn North Eastern	Ms Adele Pottenger	Regional Director	Arundel Street Benalla 3672	PO Box 403 Benalla 3672	T (03) 5761 2100 F (03) 5762 5039
Loddon Campaspe Mallee	Mr Rob Blachford	Regional Director	37-43 Havlin Street East Bendigo East 3550	PO Box 442 Bendigo East 3550	T (03) 5440 3111 F (03) 5440 3139
Northern	Ms Victoria Triggs	Regional Director	1st Floor 582 Heidelberg Rd (cnr Chandler Hwy & Heidelberg Rd) Fairfield 3078	Locked Bag 88 Fairfield 3078	T (03) 9488 9488 F (03) 9488 9440
Southern	Ms Jan Lake	Regional Director	VACC Building 1st Floor 33 Princes Hwy Dandenong 3175	PO Box 5 Dandenong 3175	T (03) 9794 3555 F (03) 9794 3594
Western	Mr Steve Marshall	Regional Director	407 Royal Parade Parkville 3052	PO Box 57 Carlton South 3053	T (03) 9291 6500 F (03) 9291 6555

Section 2: Implementing the tasks

Students in Years 3 and 5 will complete three tasks in Mathematics, English and Writing to be marked by the Victorian Curriculum and Assessment Authority and two tasks in English (Writing) and Mathematics (Space) assessed by the class teacher. In Writing and Mathematics, teacher assessments are combined with results from centrally assessed tasks to determine students' levels of achievement. All assessment tasks are conducted in the English language.

All tasks are derived from outcomes in the Curriculum and Standards Framework (CSF) II. All references in this guide to the CSF relate to this document.

Teacher Assessed Tasks

- Teacher assessed tasks are administered in the two weeks prior to the centrally assessed tasks.
- In 2002, the dates are from **Monday 22 July to Friday 2 August**.
- Each Year 3 and Year 5 teacher is provided with this guide, which includes the details and guidelines for the teacher assessed tasks, assessment criteria and instructions for administering the tasks.
- Students will complete a piece of Writing and a Mathematics (Space) task.
- Student worksheets for the Mathematics (Space) task are provided by the Victorian Curriculum and Assessment Authority.
- Students may use their normal writing tools to complete the teacher assessed tasks.
- Teachers are required to mark the teacher assessed task by **Monday 5 August** and enter their marks on the student booklets.
- The students' work will not be required by the Victorian Curriculum and Assessment Authority. Teachers have found it useful to retain this work for later reference, particularly in discussion with parents.

Centrally Assessed Tasks

- All centrally assessed tasks are scheduled for **Tuesday 6 and Wednesday 7 August** unless a variation to dates has been approved by the Victorian Curriculum and Assessment Authority (see pages 13 and 32).
- In the tasks for Mathematics and English (Reading and Writing conventions) students will be asked to respond to questions in a mark-sensitive booklet. They might be asked to respond in different ways, for example, by shading a bubble or shape or writing a number, letter or word.

- Student answers will be scanned electronically. Where there is any doubt associated with a student response (e.g. where all bubbles for one item are shaded, or where the written number is not clear), it will be checked manually by trained adjudicators.
- In Spelling the students write in the appropriate spaces in the booklet.
- The words to be administered for dictation are given with the instructions on pages 91-93.
- In English (Writing) students will complete a piece of writing on a set topic. Teachers will engage students in some preliminary discussion about the topic. The work should not be drafted and students should be encouraged to make their work as clear and as interesting as possible. The work will be written in the task booklet.
- Trained markers will assess the centrally assessed Writing task and the Spelling task.

The questions in the task booklets cover a range of CSF-levels and are designed to determine the levels of achievement of students.

- At Year 3, questions are drawn from levels 1 to 4 of the CSF.
- At Year 5, questions are drawn from levels 2 to 5 of the CSF. Because of this overlap, some questions are common to tasks at both year-levels.
- Generally, the easiest questions are placed towards the beginning of each task and the hardest questions towards the end.
- This guide includes specific information about administering the centrally assessed tasks in Part 3, page 78.

The teacher should have a blank copy of the task booklet for explanation and demonstration purposes and for reference when responding to students' questions.

Conducting the Assessments

Generally, the class teacher will conduct and administer the assessments in the students' classroom. All Years 3 and 5 students should complete the assessments unless an exemption has been granted (see page 15).

As far as possible the teacher should maintain an environment which enables students to perform at their best.

Some assessments may not need to be restricted to the classroom. For instance, schools with composite and multi-age classes may make alternative arrangements to facilitate the conduct of the tasks or the school may decide to undertake assessments on a school camp. In such cases, completed task booklets should still be available for collection from the school at **8:30 am on Thursday 8 August**.

The timetable for the centrally assessed tasks on page 11 specifies the order of the tasks. The school must keep to this order but may choose the most appropriate starting time for each session.

Information concerning standard conditions and time limits can be found on pages 80-81.

Section 3: Post-test School Procedures

Return of completed task booklets commences at 8:30 am on **Thursday 8 August**.
Material for collection should be ready and available for collection from that time.

Packing Materials

When packing, please check that:

- a printed class list is attached to the tally sheet (see page 14)
- student details on task booklets have been completed accurately (see following pages)
- marks for teacher assessed tasks, or indication of task(s) not attempted are entered accurately
- unused task booklets are not included
- magazines are not included
- teacher assessed work is not included
- all relevant details are recorded on the tally sheet before packing the booklets including the number of exempted students (see page 14)
- a photocopy of the tally sheet is kept for school records
- completed task booklets together with the tally sheet are packed into the container in which the material arrived
- the barcoded return label is attached to each container and each container is taped securely
- return material is readily available to couriers.

If materials have not been collected by 3:45 pm Wednesday 14 August, the Principal should contact the VCAA on Freecall 1800 648 637.

Special Arrangements for Return of work

Where a school has made special arrangements with the Victorian Curriculum and Assessment Authority for some classes to conduct assessments at times later than those specified (see page 13 for 'Request to Vary Dates');

or

where catch-up assessments have been organised for individual students (see page 16), their completed tasks must be returned by certified mail or secured delivery at the school's expense to:

AIM Years 3 and 5 Testing
100 Station Street
Nunawading VIC 3131

The Principal should ensure that:

- appropriate documentation regarding evidence of postage or delivery is retained by the school. All catch-up assessments or work from classes authorised to vary dates of tasks must be posted by **Friday 16 August**.
- All procedures for packing materials are adhered to including the use of a photocopy of the tally sheet.

Completion of Student Details

Using a 2B or similar grey lead pencil, the teacher should record the following information for each student on the student details page of each task booklet (see following pages for detailed instructions and annotated examples):

- student's first name and last name in block letters
- date of birth
- gender of student
- Aboriginal or Torres Strait Islander (ATSI) status
- language background other than English (LBOTE) status (to be obtained from school census data)
- school name (the words "Primary School" or "School" need not be written)
- school system or sector
- the registered school number (school code)
- student's absence for any of the centrally assessed tasks
- assessments for the teacher assessed tasks (to be transcribed from the class record sheets for each task) or student's absence.

Students with Duplicate Names

In the unlikely event that two or more students in either Year 3 or Year 5 at the school have identical first and last names and the same date of birth, the Principal should use the tally sheet provided with the Principal's administrative instructions, to identify each student in a unique way,

e.g.

Stacey J Clarke and Stacey L Clarke (if middle initials are different)

or

Stacey Jane Clarke and Stacey Joy Clarke (if middle initials are the same)

or

Stacey Jane Clarke (A) and Stacey Jane Clarke (B) (if all names are the same).

In these cases teachers should be aware that the full name and unique identifier should be entered in the boxes on the student details page of the centrally assessed task booklet, and that this will be printed on parent and school reports to facilitate identification.

Teacher Instructions

Preparing Task Booklets for Collection

Checking the Task Booklets

Please check student information against the class list attached to the tally sheet.

1. **CHECK** that the student has written his or her name at the beginning of each task.
2. **CHECK** that the same student has completed each task in the booklet.

Note: If you find that more than one student has inadvertently completed tasks in the booklet please provide details on a piece of paper attached securely to the front of each affected booklet.

Completing the Student Details Page

Examples of annotated student details pages follow on pages 28-29.

Please use a 2B pencil provided by the Victorian Curriculum and Assessment Authority to complete the details on this page. If a mistake is made, erase it carefully and shade the correct bubble or record the correct letter or number. Refer to pages 28 and 29 for examples of completed student details pages.

1. **Print clearly (in block letters) the student's first name and last name.** This will be the name that is printed on the parent report so correct spelling is important. Leave a space between each part of a name. Check that this name is that of the student who completed each task in the booklet.

If a student has the identical first and last name as that of another student in the year level at the school, write the full name as it will be recorded on the assessment tally sheet (see page 25).

Student's first name

M A T T H E W

Last name

L E B O N

2. **Print clearly the student's date of birth, in day, month, year order.**

3. **Shade the appropriate bubble to indicate whether the student is male or female.**

This student is Male Female

4. **Shade either the "No" or "Yes" bubble to indicate whether the student, is Aboriginal or a Torres Strait Islander (ATSI) or of a language background other than English (LBOTE).** (This information is available from the school's census data.)

Is this student Aboriginal or a Torres Strait Islander? No Yes

Does this student have a language background other than English? No Yes

5. **Shade the appropriate bubble to indicate whether English is the main language spoken at home.**

Is English the main language spoken at home No Yes

6. Fill in the date, month and year, when this student first started in an Australian school.

M	M	Y	Y	Y	Y
---	---	---	---	---	---

7. Print clearly the school name. If the school name is longer than 22 spaces, complete as much as possible. It is not necessary to write the words "Primary School" or "School".

School name

V	I	C	T	O	R	I	A		N	O	R	T	H										
---	---	---	---	---	---	---	---	--	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

8. Shade one bubble only to show the school system or sector.

Government Catholic Independent

9. Print clearly the school code. (This is the registered school number which appears on all correspondence from the Victorian Curriculum and Assessment Authority.)

School code

1	2	3	4
---	---	---	---

10. If the student did not complete one or more of the centrally assessed tasks, shade the bubble against the task or tasks not completed.

CENTRALLY ASSESSED TASKS

Please shade the bubble(s) if this student did NOT do the task.

Mathematics English Spelling Writing

11. Transfer the student's three scores for the Writing teacher assessed task from the class record sheets to the appropriate boxes (TCU-Texts and Contextual understanding; LSF-Linguistic structures and features; S-Strategies). For a score beyond 4 for Strategies write 5.

TEACHER ASSESSED TASKS

e.g.	WRITING		WRITING
	Year 3	TCU	Year 5
		<input type="text" value="2"/> • <input type="text" value="2"/>	TCU
		<input type="text" value="2"/> • <input type="text" value="1"/>	LSF
		<input type="text" value="2"/>	S
			<input type="text" value="4"/> • <input type="text" value="2"/>
			<input type="text" value="4"/> • <input type="text" value="2"/>
			<input type="text" value="5"/>

12. Write the student's scores for each part of the Mathematics teacher assessed task. Year 3 students will have three scores and Year 5 students will have four scores.

e.g.	MATHEMATICS		MATHEMATICS
	Year 3	SCORE 1	Year 5
		<input type="text" value="3"/> (0-5)	SCORE 1
		<input type="text" value="5"/> (0-6)	SCORE 2
		<input type="text" value="3"/> (0-5)	SCORE 3
			SCORE 4
			<input type="text" value="3"/> (0-5)
			<input type="text" value="2"/> (0-6)
			<input type="text" value="5"/> (0-5)
			<input type="text" value="4"/> (0-6)

13. If the student did not do the Mathematics or the Writing teacher assessed task, shade the appropriate bubble(s) to indicate this. Do not write any scores in the boxes for the task from which the student was absent.

Did NOT do this task



14. Check that all sections of the page have been completed.

Annotated Student Details Page Year 3

These names will appear on the report for the parents and should be written in full (see page 25 for advice about duplicate names). Each word in the first name or last name should be separated with a space.

If the school name is longer than 22 spaces, complete as much as possible. It is not necessary to write the words "Primary School" or "School". However, each teacher at the school should use the same form of the school name. Each word should be separated with a space.

The form is titled "Year 3 AIM 2002 Achievement Improvement Monitor STATEWIDE MATHEMATICS AND ENGLISH TESTS". It includes a logo for the Victorian Education and Assessment Authority. The main section is "STUDENT DETAILS".

Instructions: "Student and school names should be written (in block letters) as they will appear on the parent report." and "TEACHERS, PLEASE PRINT CLEARLY".

Fields include:

- STUDENT'S FIRST NAME: M A R Y - A N N E
- STUDENT'S LAST NAME: V A N Q U A Y M I N H
- DATE OF BIRTH: 0 5 0 5 1 9 9 2
- Gender: Male Female
- Is this student Aboriginal or a Torres Strait Islander? No Yes
- Does this student have a language background other than English? No Yes
- Is English the main language spoken at home? No Yes
- When did this student first start in an Australian school? MM YY YY
- SCHOOL NAME: V I C T O R I A S O U T H
- SCHOOL SYSTEM: Government Catholic Independent
- SCHOOL CODE: 1 2 3 5

ASSESSMENT TASKS:

CENTRALLY ASSESSED TASKS: Please shade the bubble(s) if this student did NOT do the task. Mathematics English Spelling Writing

TEACHER ASSESSED TASKS: Please complete marks OR shade the bubble(s).

WRITING		MATHEMATICS	
Did NOT do this task <input type="checkbox"/>		Did NOT do this task <input type="checkbox"/>	
OR	TCU 2 + 2	OR	SCORE 1 3 (3 - 5)
	LSF 2 + 1		SCORE 2 5 (3 - 5)
	S 2		SCORE 3 3 (3 - 5)

At the bottom, there is a "PAGE 1" label and a copyright notice for 2002 Victorian Curriculum and Assessment Authority.

This is the month and year in which the student was first enrolled in an Australian school.

This is the registered school number.

The assessments for the teacher assessed tasks should be transferred from the class record sheets to boxes. For Writing, three scores should be recorded for Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Strategies (S).

Shade the bubble only if the student did not do any of the task.

For Mathematics (Space) three scores should be recorded.

Annotated Student Details Page Year 5

These names will appear on the report for the parents and should be written in full (see page 25 for advice about duplicate names). Each word in the first name or last name should be separated with a space.

Year 5 AIM 2002
Achievement Improvement Monitor
STATEWIDE MATHEMATICS AND ENGLISH TESTS

STUDENT DETAILS

Student and school names should be written in block letters; as they will appear on the parent report. **TEACHERS, PLEASE PRINT CLEARLY**

STUDENT FIRST NAME: M A T T H E W
 LAST NAME: L E B O N
 DATE OF BIRTH: 23 10 1989

This student is: Male Female
 Is this student Aboriginal or a Torres Strait Islander? No Yes
 Does this student have a language background other than English? No Yes
 Is English the main language spoken at home? No Yes

When did this student first start in an Australian school? MM YYYY: 01 2000

SCHOOL NAME: V I C T O R I A N O R T H
 SCHOOL TYPE: Government Catholic Independent **SCHOOL NO.:** 1 2 3 5

CENTRALLY ASSESSED TASKS
 Please shade the bubble(s) if this student did NOT do the task.
 Mathematics English Spelling Writing

TEACHER ASSESSED TASKS
 Please complete marks OR shade the bubble(s).
 Did NOT do this task OR Did NOT do this task

TCU	4	+	2	SCORE 1	3	(0 - 5)	SCORE 3	5	(0 - 5)
LSF	4	+	2	SCORE 2	2	(0 - 5)	SCORE 4	4	(0 - 5)
S	5								

This is the month and year in which the student was first enrolled in an Australian school.

This is the registered school number.

If the school name is longer than 22 spaces, complete as much as possible. It is not necessary to write the words "Primary School" or "School". However, each teacher at the school should use the same form of the school name. Each word should be separated with a space.

The assessments for the teacher assessed tasks should be transferred from the class record sheets to boxes. For Writing, three scores should be recorded for Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Strategies (S).

Shade the bubble only if the student did not do any of the task.

For Mathematics (Space) four scores should be recorded.

Section 4: Results

Testing results will be distributed to schools in the week beginning **Monday 21 October**.

The reporting package will include:

- a letter from the Victorian Curriculum and Assessment Authority to the Principal
- reports to parents for Reading, Writing, Spelling and Mathematics
- the AIM Years 3 and 5 Testing Results CD-ROM which includes the school reports and additional information on student achievement
- 2002 Reporting Guide.

Reports to Schools

The format of reports to schools will be similar to the 2001 reports. The CD-ROM will be suitable for loading on stand alone and networked computers.

Reports to Parents

The parent reports, which provide information on the student performances in Reading, Writing, Spelling and Mathematics, will be presented in a format similar to the 2001 reports.

Parent reports will be sent to schools for distribution to parents. Each report will include the student's first and last name on its front cover. The name of the student will be taken from the student details page of the task booklet which is completed by the class teacher.

Parent reports which carry an incorrect name as a result of incorrect information provided by the school may be replaced on request. The fee for the necessary programming, printing and mailing of the replacement report is \$15.00. Principals should send a money order or cheque payable to AIM Years 3 and 5 Testing, Victorian Curriculum and Assessment Authority with a request for a replacement report no later than **Friday 29 November**.

Reporting Guide

The reporting guide will include:

- simple step-by-step instructions for installing and using the results CD-ROM
- detailed information about reports that can be generated
- illustrations of each report format
- AIM 2002 Years 3 and 5 question details.

The school should contact the VCAA on Freecall 1800 648 637 if there are any queries relating to results.

Community Language Translations

To assist parents from a non-English speaking background, the letter from the Victorian Curriculum and Assessment Authority and the written descriptions on each report will be available in fourteen community languages.

The languages are Arabic, Bosnian, Cambodian, Chinese (Mandarin), Croatian, Greek, Macedonian, Russian, Serbian, Somali, Spanish, Tagalog, Turkish and Vietnamese.

For copies of translations of parent reports, Principals should access the VCAA website at: www.vcaa.vic.edu.au



FORM 1
Request to vary dates for
AIM Years 3 and 5 Testing 2002

Fax to Victorian Curriculum and Assessment Authority
(03) 9651 4612

Notes

1. If the school has exceptional circumstances which affect the implementation of the centrally assessed tasks on **6 and 7 August**, the Principal should use this form to request a variation to these dates for the school.
2. Government and Catholic Schools must gain written approval for this request from the appropriate sector authority before sending this form to the VCAA.
3. The VCAA will notify the Principal of the result of this request by telephone. If a variation to the Testing dates is approved, the Principal will organise the return of student work for the affected classes to the VCAA. This will be no later than **Friday 16 August**.
4. A copy of this form should be retained for school records.
5. Fax to VCAA on (03) 9651 4612.
6. Please return the form no later than **Friday 28 June**.

School Name _____ School Code _____
 Principal/Headteacher _____ Telephone _____

Year level/s _____

Proposed date/s for tasks _____
Centrally assessed tasks must be held between Tuesday 6 August and Friday 16 August.

Reason for variation of dates for centrally assessed tasks _____

Endorsement by sector authority (Government and Catholic schools only – see page 13 for details)

Name _____ Position _____

Signature _____ Date _____

 Signature of Principal/Headteacher (or delegate) _____ Date _____

VCAA USE ONLY

Date received _____ Approved by sector authority YES NO
 Date school contacted _____ Date notified _____



FORM 2
Request for large-print and braille materials for AIM Years 3 and 5 Testing 2002

**Fax to Victorian Curriculum and Assessment Authority
 (03) 9651 4612**

Notes

1. The Principal should complete this form to request large-print or braille versions of the assessment tasks for visually impaired students.
2. A copy of this form should be retained for school records.
3. Fax to VCAA on (03) 9651 4612.
4. Please return the form no later than Friday 28 June.
5. If these materials do not arrive by Friday 26 July, please contact the VCAA on Freecall 1800 648 637.

School Name _____ School Code _____
 Principal/Headteacher _____ Telephone _____
 Postal address _____

Details of assessment tasks required	Year level	Quantity
Large-print version _____	3	_____
_____	5	_____
Braille version _____	3	_____
_____	5	_____

Other comments (if necessary) _____

 Signature of Principal/Headteacher (or delegate) _____
 Date

VCAA USE ONLY

Date received _____ Date notified _____



FORM 3
**Register for exemptions from
 AIM Years 3 and 5 Testing 2002**

This form should be retained by the school

Exemptions policy

The Principal of a school is responsible for granting exemptions from the AIM Testing for students with disabilities and impairments, for students who have been learning English in Australia for less than two years and in other circumstances. The Principal, after discussion with the classroom teacher, specialists and with the parents, may grant an exemption. The parent(s) must sign a document agreeing to the exemption on the understanding that the school will provide the parent(s) with a report on their child's progress.

Notes

1. The Principal should use this form to register an exemption from the Testing for a student with a disability or impairment, a student who has been learning English in Australia for less than two years or for other reasons.
2. A student who is granted exemption from the Testing will not participate in the tests and parents will not receive a report from the VCAA.

Student Name _____

 _____ of _____

 School Name _____

 _____ is granted exemption from the AIM Years 3 and 5 Testing 2002

Reason for exemption (tick appropriate box)

1. He/she has a disability or impairment.

2. He/she has been learning English in Australia for less than two years.

3. Other (please specify) _____

 Signature of Parent/Guardian

 Date

 Signature of Principal/Headteacher (or delegate)

 Date



FORM 4
Request for extra materials for
AIM Years 3 and 5 Testing 2002

Fax to Victorian Curriculum and Assessment Authority
(03) 9651 4612

Notes

1. If insufficient quantities of any Testing materials are delivered to schools, the Principal should complete this form to request additional materials. Alternatively, regional offices may be able to supply materials (see pages 20-21).
2. Fax to VCAA on (03) 9651 4612.
3. A copy of this form should be retained for school records.

School Name _____ School Code _____

Principal/Headteacher _____ Telephone _____

Site address for the delivery of materials

Reason for extra materials (tick appropriate box)

Increase in student numbers.

Increase in number of classes/teachers

Quantity received less than indicated in documentation

Other (please specify) _____

Details of materials required

Quantity

AIM Years 3 and 5 Testing 2002 Guide for Principals and Teachers

Year 3 task booklets

Year 3 magazines

Year 5 task booklets

Year 5 magazines

2B pencils

2002 Reporting Guide (to be delivered in Term 4)

 Signature of Principal/Headteacher (or delegate)

 Date

VCAA USE ONLY

Date received _____ Date notified _____