

*Achievement Improvement Monitor*

**ASSESSMENT PROGRAM**

## **AIM 2005 STATEWIDE TESTS**

**PRINCIPALS' GUIDE –  
ADMINISTRATION**

**YEAR 3, YEAR 5 AND YEAR 7**

**PENCIL AND PAPER**

**AIM ONLINE**

Published by the Victorian Curriculum and Assessment Authority  
41 St Andrews Place, East Melbourne, Victoria 3002

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# 2005 Principal's Checklist

Date		Check <input checked="" type="checkbox"/>
On receipt	Read this <i>Principals' Guide – Administration</i> paying particular attention to the responsibilities of principals and administrative procedures	<input type="checkbox"/>
24 June	Final date for schools to request a variation to testing dates	<input type="checkbox"/>
	Final date for schools to request Large Print and Braille materials	<input type="checkbox"/>
Week of 11 July Years 3 and 5	Schools to receive and check contents of AIM test package (Year 3 and Year 5)	<input type="checkbox"/>
	Request extra materials where required	<input type="checkbox"/>
	Store all materials in a secure place	<input type="checkbox"/>
	Distribute the ' <i>School's Guide – Implementation</i> ' to teachers together with student worksheets for the Teacher Assessed Tasks (Years 3 and 5 only)	<input type="checkbox"/>
Week of 25 July Year 7	Schools receive and check contents of AIM test package (Year 7)	<input type="checkbox"/>
18–29 July	Conduct the Teacher Assessed Tasks (Years 3 and 5 only)	<input type="checkbox"/>
	Mark the Teacher Assessed Tasks (Years 3 and 5 only)	<input type="checkbox"/>
25 July	Last date for return of Principal's Agreement	<input type="checkbox"/>
25–29 July	AIM Online Tests available for download	<input type="checkbox"/>
1–19 August	<b>AIM Online Testing Period</b>	
1 August	Distribute student test booklets to teachers	<input type="checkbox"/>
	Check student details in test booklets	<input type="checkbox"/>
	Enter Teacher Assessed Task marks on front cover of test booklets accurately (Years 3 and 5 only)	<input type="checkbox"/>
2 August	<b>Mathematics AIM test date (Pencil and Paper) (Years 3, 5 and 7)</b>	
3 August	<b>English AIM test date (Pencil and Paper) (Years 3, 5 and 7)</b>	
3 August	Prepare test booklets and School Tally Sheets ready for collection	<input type="checkbox"/>
4 August	Ensure that test packages are ready for collection by 8:30 am	<input type="checkbox"/>
12 August	Notify the VCAA Helpdesk if test booklets have not been collected	<input type="checkbox"/>
	Final date to return test booklets for students given catch-up assessments and for classes which had approval for a variation to testing dates	<input type="checkbox"/>
	Final date to upload students' responses for AIM Online Writing Task	<input type="checkbox"/>
26 August	Final date to upload AIM Online student responses	<input type="checkbox"/>

**Note:** The Teacher Assessed Tasks are administered to Year 3 and Year 5 students only.

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## HELP DESK

A help desk service operates to assist Principals and AIM coordinators with queries about the AIM Years 3, 5 and 7 and the AIM Online assessment program. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority on:

### **AIM Pencil and Paper Testing**

<b>freecall</b>	<b>(03) 1800 648 637</b>
<b>fax</b>	<b>(03) 9651 4612</b>
<b>email</b>	<a href="mailto:vcaa.aim.help@edumail.vic.gov.au">vcaa.aim.help@edumail.vic.gov.au</a>
<b>website</b>	<a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a>

### **AIM Online Testing**

<b>freecall</b>	<b>(03) 1800 623 681</b>
<b>fax</b>	<b>(03) 9651 4612</b>
<b>email</b>	<a href="mailto:aim.support@edumail.vic.gov.au">aim.support@edumail.vic.gov.au</a>
<b>website</b>	<a href="http://www.aimonline.vic.edu.au">www.aimonline.vic.edu.au</a>

### **Dates for AIM Pencil and Paper Tests**

<b>2005</b>	<b>2 and 3 August</b>
<b>2006</b>	<b>1 and 2 August</b>
<b>2007</b>	<b>31 July and 1 August</b>

### **Dates for AIM Online**

<b>2005</b>	<b>1-19 August</b>
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# INTRODUCTION

The Achievement Improvement Monitor (AIM) program is a curriculum-based assessment for Year 3, Year 5 and Year 7 students in Victoria, testing their knowledge and skills in English and Mathematics.

The results of the tests provide information for students, parents, teachers and principals about student achievement, which can be used to support teaching and learning programs in order to improve learning.

Each student's result is reported to schools and parents against the Curriculum and Standards Framework II (CSF). Students are assessed in Year 3 to identify individual student achievement at the end of the early years of schooling. They are assessed again in Year 5 to monitor their achievement before transition to secondary school. The Year 7 assessments provide information about achievement in the first year of secondary school. At these points teachers can identify students who will benefit from enrichment activities or who may require further development in specific aspects of the curriculum.

The AIM program assists teachers to identify students' strengths and weaknesses in English and Mathematics. By analysing results which show a pattern or which add to information from teacher judgments, teachers can adjust teaching strategies to provide appropriate support.

The aggregation of student results from the AIM tests provides the school with an overview of current achievements for groups of students and contributes to a more comprehensive understanding of their performance. The analysis of school-wide data assists school planning and can be used by the school to monitor English and Mathematics improvement over time.

## About this Guide

This handbook provides information for Principals and AIM Coordinators to prepare for the administration of the 2005 assessment program. It is the first of three publications to be provided to schools:

- 1. Principals' Guide – Administration (this publication)**
- 2. Schools' Guide – Implementation**
- 3. Reporting Guide – Data**

The guide is divided into three sections:

**SECTION 1 Before the Testing Period**

**SECTION 2 During the Testing Period**

**SECTION 3 After the Testing Period**

Other important information about the AIM Assessment Program can be found in the *P-10 Supplement* to the *VCAA Bulletin* and on the VCAA website at:  
[www.vcaa.vic.edu.au/prep10/p10supplement.html](http://www.vcaa.vic.edu.au/prep10/p10supplement.html)

## Responsibilities of the Principal

The Principal has a critical leadership role in the administration of the AIM assessment program. The Principal is well placed to integrate the AIM results into broad planning strategies and to communicate to parents the school's commitment to improvement of student achievement.

*An Agreement Between the Victorian Curriculum and Assessment Authority (VCAA) and the School* is enclosed with this guide. Principals should read and sign the Agreement and fax a copy of this to the VCAA on 03 9651 4612, by **Monday 25 July 2005**. A sample copy of the agreement can be found in Appendix 6 (page 24).

## Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the AIM assessment program. All personal information collected during the AIM program is used in accordance with the *Information Privacy Act 2000*. In order to conduct the AIM tests, the VCAA collects names and achievement data of all students who undertake the Year 3, Year 5 and Year 7 tests. The VCAA also collects information on gender, language background, Aboriginal and Torres Strait Islander (ATSI) status and date of birth of students.

The VCAA uses the student information provided by schools to overprint individual student details on the front cover of the test booklets and 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.

From 2005 onwards, schools across Australia will be required to collect background characteristic information for all students participating in state-wide testing, namely the AIM in Victoria. This information will be used to monitor the effect student background characteristics have on student outcomes. The VCAA, on behalf of the Department of Education and Training (DE&T), will be responsible for the collection of this information from schools and its transfer to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

The information that will be required for each student is as follows:

- parental school education (mother and father as applicable)
- parental non-school education (mother and father as applicable)
- main language spoken at home (student)
- main language spoken at home (mother and father as applicable)
- parental occupation.

**No individual student or school will be identifiable in the information released to MCEETYA.**

The Principal should ensure that all student details and results are kept confidential.



# SECTION 1

## Before the Testing Period

### Timetable for AIM Year 3 and Year 5

#### Teacher Assessed Tasks — Pencil and Paper

Task	Date	Time Allocation Year 3	Time Allocation Year 5
English (Writing) Task	18–29 July 2005	90 minutes*	90 minutes*
Mathematics (Space) Task	18–29 July 2005	30 minutes	40 minutes

\*The 90 minutes for writing may be allocated in two or three sessions on one day or in a number of sessions on different days.

#### Centrally Assessed Tasks — Pencil and Paper

Task	Date	Time Allocation Year 3	Time Allocation Year 5
Mathematics	Tuesday 2 August	35 Minutes	45 minutes
English	Wednesday 3 August • First session	40 minutes	50 minutes
Spelling	Wednesday 3 August • Second session	15 minutes <sup>†</sup>	15 minutes <sup>†</sup>
Writing	Wednesday 3 August • Third session	35 minutes	40 minutes

While the school may choose the most appropriate starting time for each session, the order of the sessions and dates cannot be varied. Where possible, the tests should be administered in the morning of the test days.

<sup>†</sup>This time is an estimate only. Allow sufficient time to complete both spelling tasks (Dictation and Editing).

## Timetable for AIM Year 7

### Centrally Assessed Tasks – Pencil and Paper

Task	Date	Time Allocation
Mathematics – Short-answer questions	Tuesday 2 August	45 minutes
Mathematics – Extended-answer questions	Tuesday 2 August	40 minutes
English – Short-answer questions	Wednesday 3 August	45 minutes
English – Writing task	Wednesday 3 August	40 minutes

**Note:** While the school may choose the most appropriate starting time for each session, the order of the sessions and dates cannot be varied. Where possible, the tests should be administered in the morning of the test days.

### Year 7 AIM Online Centrally Assessed Tasks

Task	Date	Items	Time Allocation
English Writing Task 1	Monday 1 August	Topic A	5 minutes – tutorial 45 minutes – test
English Writing Task 2	Tuesday 2 August	Topic B	5 minutes – tutorial 45 minutes – test
English Writing Task 3	Wednesday 3 August	Topic C	5 minutes – tutorial 45 minutes – test
English Writing Task 4	Thursday 4 August	Topic D	5 minutes – tutorial 45 minutes – test
English Writing Task 5	Friday 5 August	Topic E	5 minutes – tutorial 45 minutes – test
English Formal Test (Computer Adaptive Test)	Monday 1 August to Friday 19 August	60 questions	10 minutes – tutorial 30–50 minutes – test
Mathematics Formal Test (Computer Adaptive Test)	Monday 1 August to Friday 19 August	60 questions	10 minutes – tutorial 30–50 minutes – test

**Note:** Students are required to complete one Writing Task topic only. To ensure that the integrity of the English Writing Tasks is maintained, a different English Writing Task topic will be available to run on each day of the week during the first week of the testing period. Schools are required to deliver the specified test on the specified day to their students.

## Request to Vary Testing Dates

Requests by Principals for variations to the dates of the AIM tests will only be approved in exceptional circumstances.

Activities such as professional development events, curriculum development days, excursions, school concerts, parent teacher interviews, school photographs, and sports days should be planned around Tuesday 2 August and Wednesday 3 August 2005.

The *Request to Vary Dates for AIM Years 3, 5 and 7 Testing Form 2005* (see page 18) should be used for this purpose. Also refer to the VCAA website for an electronic version of the form at: [www.vcaa.vic.edu.au/prep10/aim/teachers/](http://www.vcaa.vic.edu.au/prep10/aim/teachers/)

Victorian Government and Catholic schools require approval from the appropriate sector authority before applying to the VCAA for a variation.

Prior to sending the form to the VCAA:

- Government schools should send the form to their DE&T, Regional Director or Assistant Regional Director for approval (see page 28 for contact details)
- Catholic schools should send the form to the Director of Catholic Education, Catholic Education Office, James Goold House, 228 Victoria Parade, East Melbourne 3002 for approval
- Independent schools may fax the form directly to the VCAA on (03) 9651 4612.

Where dates need to be varied, the school will make arrangements with the VCAA for a whole class to undertake the tests at an appropriate time after the test date and **before Friday 12 August 2005**. There is no provision for classes to sit the tests before the specified dates. The VCAA will confirm the outcome of the request for a variation.

In the case where one student or a small number of students are absent on 2 and/or 3 August, the students may undertake a catch-up assessment and complete the tests no later than **Friday 12 August 2005**.

If a variation to the testing dates is approved, the school will be responsible for the secure return of completed test booklets to the VCAA Assessment Centre, c/- Pearson Assessments and Testing, 100 Station Street, Nunawading, VIC 3131 at the school's expense. These are to be returned no later than **Friday 12 August 2005**.

### Year 7 AIM Online

Schools have three weeks between **1 August** and **19 August** to administer the Year 7 AIM Online tests.

## Candidacy, Exemptions and Special Provisions

All students in Year 3, Year 5 and Year 7 will sit the tests unless an exemption is granted (see below). Students are defined as Year 3, Year 5 or Year 7 by the census data. In 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 participation in the AIM assessment program.

### Exemptions

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

Students withdrawn due to reasons other than those stated as valid reasons for exemptions should not be registered as exempt. Students granted exemptions from the AIM tests will be reported as achieving below national benchmark standards for the purpose of state-wide reporting to the Commonwealth Government.

The Principal should consult specialist staff and ensure that parents sign the form *Register for Exemptions Form AIM Years 3, 5 and 7 Testing 2005* (see page 20) agreeing to the exemption. This form is to be retained by the school. Refer to the VCAA website for an electronic version of the form at: [www.vcaa.vic.edu.au/prep10/aim/teachers/](http://www.vcaa.vic.edu.au/prep10/aim/teachers/)

The School Tally Sheets for Year 3, Year 5 and Year 7 record the details of students exempted from the test for:

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

### Absent Students

Some students may be sick or on extended holidays during the AIM assessment period. The details of absent students should be recorded on the School Tally Sheets.

In the case where one student or a small number of students does not undertake one or more test on **2 and/or 3 August 2005**, and the teacher, student or the student's parents request a catch-up assessment, the Principal may agree to this, provided the test is completed before **Friday 12 August 2005**. The Principal must ensure that the work is sent to the VCAA by secure mail at the school's expense, no later than **Friday 12 August 2005**. These should be sent to, VCAA Assessment Centre c/- Pearson Assessments and Testing, 100 Station Street, Nunawading, Melbourne, VIC 3131.

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 undertake a catch up assessment. If the student does not complete all of the AIM testing program, the school should complete the details on the front cover of the test booklet.

**Year 7 AIM Online**

Due to the nature of the AIM Online tests, students may be able to sit the tests on another day within the testing period i.e. 1–19 August 2005.

**Withdrawn Students**

Occasionally parents will withdraw their children from the AIM program. These cases should be documented and the details of withdrawn students should be recorded on the Tally Sheets.

**Year 7 AIM Online**

Schools participating in AIM Online will be sent a School Tally Sheet in the test packages with a return envelope. Information about Exemptions, Absent and Withdrawn students should be recorded on these sheets at the end of the testing period.

**Hosted and Visiting 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 if the students may sit the test at the host school. If permission is granted, the host Principal is responsible for sending the reports of these students to the home school or appropriate location.

**Transferring Students**

If a student transfers to another school after completing the test, the student's results are sent to the school where the test was completed. The Principal is responsible for forwarding the student's report to the new school.

**Composite and Multi-age Classes**

In some schools, composite and multi-age classes operate across year levels, including Years 3, 5 and 7. If teachers wish to have all the class working on the same tasks at the same time, AIM materials may be photocopied to provide extra copies.

## 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 computers, 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 tests are conducted.

## Large Print and Braille Materials

If Large Print or Braille materials are required please submit the form *Request for Large Print and Braille Materials* (see page 19). Refer to the VCAA website for an electronic version of the form at <[www.vcaa.vic.edu.au/prep10/aim/teachers](http://www.vcaa.vic.edu.au/prep10/aim/teachers)>. Fax this form to the VCAA by 24 June at the latest.

Large Print and Braille versions of the Centrally Assessed Task booklets and stimulus materials are available for visually impaired students. Schools may also provide support in the form of technological assistance or a person to assist the students.

### Year 7 AIM Online

During the AIM Online tests, visually impaired and physically disabled students may receive the same assistance as they would in a classroom lesson using computers.

## Hearing-impaired Students

In cases where hearing-impaired students undertake AIM Year 3, Year 5 and Year 7 testing, the Principal should discuss special conditions for these students with relevant staff. The Principal is responsible for deciding the appropriate conditions for each hearing-impaired student.

## Special Environments

Special environments may also be more appropriate for some students. These could take the form of a separate room or a hospital room. Special conditions must be authorised by the Principal, and a record should be kept of any special arrangements made to accommodate students.

## Communicating with Parents

It is important that parents understand the purpose of the AIM assessment program. Schools may notify parents prior to the test about the nature, purpose and timing of the AIM assessment program by one of the following methods:

- use or modify the sample letter (see page 17);
- as part of a regular school newsletter; and/or
- as part of a parent/teacher interview.

A leaflet for parents which discusses the AIM program is included in this package.

## Delivery of the Test Packages

In the week beginning **Monday 11 July 2005**, the Year 3 and Year 5 test packages will be delivered to your school by secure courier. Year 7 test packages will be delivered in the week beginning **25 July 2005**.

The Packing Slip should be used to check that the correct quantity of materials has been provided.

The number of test booklets, stimulus materials and Teacher Assessed Task Mathematics worksheets included in the package is based on the census enrolment figures for each year level. Extra copies of all material are provided to allow for new enrolments.

The Tally Sheets should be completed when collating and packing completed student test booklets.

## Request for Additional Materials

Test booklets, stimulus materials and Spelling and Writing Task Instructions for Teachers should be counted without opening the secure clear plastic covering. If there are insufficient quantities of any materials, the Principal should contact the nearest Regional Office of DE&T or the Catholic Education Office as soon as possible. A list of these offices can be found on page 24. Alternatively, complete the form *Request for Extra Materials AIM Years 3, 5 and 7 2005* (see page 21) and fax it to the VCAA on (03) 9651 4612 as soon as possible. Refer to the VCAA website for an electronic version of the form at <[www.vcaa.vic.edu.au/prep10/aim/teachers/](http://www.vcaa.vic.edu.au/prep10/aim/teachers/)>. Requests should be received by the VCAA by 27 July at the very latest.

## Standard Conditions for Administering the AIM Statewide Tests

AIM reports provide schools and parents with a range of valuable information showing how their children's achievements compare with a range of measures, including statewide norms, year level expectations, and national benchmarks. This information is accurate to the extent that the tests are administered in a standard way. If the staff in one school were, for example, to provide a significantly greater level of assistance to their students than other schools, the AIM reports for that school would become less accurate. There would be a significant risk that the data would mislead parents and students by presenting them with more favourable results

than their achievement warranted. The risk is that, where learning problems exist, teachers, parents and students would be encouraged to believe that they did not.

For this reason, the *Principals' Guide – Administration* describes in some detail the manner and conditions in which the AIM tests should be administered. It is important that the Principal ensures that staff follow these instructions as faithfully as possible. By adhering to standard conditions, Principals can ensure that the information that they use, and provide to parents, is accurate and valid.

Standard conditions for the conduct of the tests, adherence to time limits, and the level of teacher assistance, will allow all students across the State an equal opportunity to demonstrate their individual level of achievement. The Centrally Assessed Tasks are to be administered under standard test conditions which include:

- strict adherence to times for each test
- private individual work
- calculators or dictionaries must not be used by students
- teacher assistance only within the guidelines provided in the *AIM 2005 Schools' Guide – Implementation*.

Please note that the time allowance does not include the time teachers and students spend working through the practice questions in the test booklets that are to be completed immediately before students attempt each of the Mathematics and English tests, or the time spent discussing the Writing topic with the class.

## **Security of Test Materials**

The Principal should be aware of issues relating to the security of the test materials and brief appropriate staff about the need to keep materials secure prior to, during and after the tests. The Principal should ensure that test booklets are kept in a secure area at all times prior to the test. Test booklets for the Centrally Assessed Tasks should not be distributed to Year 3 and Year 5 teachers until **Monday 1 August 2005**. Test booklets for Year 7 Mathematics should not be distributed until **Monday 1 August 2005** and English until **Tuesday 2 August 2005**. After the tests have been completed, they should be kept in a secure, confidential area until they are picked-up by the courier.

## **Principal's Responsibilities**

1. Ensure that all testing materials are checked for tampering upon receipt by the school.
2. Store test materials in a safe and secure manner.
3. Document, and retain at the school, the names and roles of all personnel who have authorised access to the test materials and who are authorised to sign for receipt of test materials.
4. Ensure that no unauthorised person handles test materials prior to the times specified in the *AIM 2005 Principals' Guide – Administration*.
5. Ensure that the test materials stored at the school are checked for tampering prior to the commencement of the testing period.
6. Notify the VCAA immediately of any breaches of test security.



7. Implement AIM test procedures as outlined in the *AIM 2005 Principals' Guide – Administration*.
8. Ensure that all supervising staff are familiar with the test procedures and conduct the tests in a manner consistent with the instructions in the *AIM 2005 Schools' Guide – Implementation*.
9. Notify the VCAA immediately of any test procedures which are inconsistent with directions in the *AIM 2005 Principals' Guide – Administration*.
10. Ensure that a record is kept of the name of each student who sits the AIM tests.
11. Ensure that the School Tally Sheets are accurately completed.
12. Ensure that procedures for exempting students are conducted according to those procedures stated in *AIM 2005 Principals' Guide – Administration*.

### Year 7 AIM Online

Principals should ensure that the AIM Online computer system is stored and maintained in a secure environment. Test session keys and AIM Online User IDs are also to be kept secure.

As with any test materials, the AIM Online must be regarded as a system that requires security from unauthorised access. Security should be provided for the AIM Online school server and every precaution taken to secure test items and students' results.

AIM Online students' details need to be imported into the AIM Online system prior to students sitting the tests. Instructions on this process will be provided in the AIM Online User Manual. For Catholic and Independent schools, this data is generally extracted from the school's administrative package into a file for import into the AIM Online system. For Victorian Government schools, a 'synch with CASES' button will automatically import your school's student data into the AIM Online system.

Principals are asked to sign the Principal's Agreement for the 2005 AIM program to certify that they will comply with the assessment and security requirements. Please complete and sign the second page of the Principal's Agreement and fax to the VCAA on (03) 9651 4612 no later than **Monday 25 July 2005**. A personalised copy of the Agreement is enclosed with this Principal's package. A copy of the Agreement can also be found on the VCAA website at [www.vic.edu.gov.au/prep10/aim/teachers](http://www.vic.edu.gov.au/prep10/aim/teachers)

### Completion of Student Details

Students undertaking the AIM tests in 2005 will be pre-enrolled using data provided to the VCAA by schools.

Pre-enrolment allows individual student details, including names, date of birth, gender, indigenous status, and LBOTE status to be printed on the front cover of the test booklets.

Each school's test package will contain test booklets that are either:

- a) test booklets with student and school details printed on the front cover, or
- b) test booklets with school details only printed on the front cover.

**Test booklets with student and school details printed on the front cover**

The information which appears on the front cover of the test booklets should be accurate as schools will have been given the opportunity to verify the student data. However, the VCAA acknowledges that changes may need to be made to student details submitted in a school's student details file, for the following reasons:

- an error has been identified in the data, either by the school or by the VCAA
- a student leaves the school after the student details file has been submitted.

In each of these cases, an email should be sent to <aim.student.data@edumail.vic.gov.au> outlining the student and the details that must be changed.

Under no circumstances should students complete the test in another booklet if an over-printed booklet exists for that particular student.

**Test booklets with school details only printed on the front cover**

The test booklets with school details only are to cater for those students who have enrolled at the school after the electronic data file was submitted to the VCAA. Principals should ensure that the following information for these students is recorded by the teacher on the front cover of each test booklet:

- student's first name and last name in block letters
- date of birth
- Aboriginal or Torres Strait Islander (ATSI) status and/or language background other than English (LBOTE) status.
- student's absence for any of the Centrally Assessed Tasks
- assessment results for the Teacher Assessed Tasks or student's absence (Years 3 and 5).

For further information contact the AIM Help Desk on Freephone 1800 648 637 or email [vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)

**Practice Materials****Pencil and Paper Testing**

Past test papers, available on the VCAA website at <[www.vcaa.vic.edu.au/prep10/aim/testing](http://www.vcaa.vic.edu.au/prep10/aim/testing)>, can help familiarise students with the test format. Teachers should prepare students for the Centrally Assessed Tasks by demonstrating correct procedures for completing responses and giving students practice in completing the different response formats prior to the start of each test.

**Year 7 AIM Online**

When students log on to the AIM Online system, a tutorial is started to enable students to work through an example of each item type. During the tutorial, the teacher may assist the students by:

- reading instructions
- clarifying instructions
- reminding students how to complete responses.

## SECTION 2

### During the Testing Period

There are two components of the AIM Pencil and Paper assessment program (Year 3 and Year 5 only):

- Teacher Assessed Tasks (Mathematics and Writing)
- Centrally Assessed Tasks (Mathematics and English).

Students in Years 3 and 5 will complete the Teacher Assessed Tasks, which are marked by the classroom teacher. In Writing and Mathematics, the teacher's results are combined with the results from the Centrally Assessed Tasks to determine the levels of student achievement. All assessment tasks are conducted in the English language.

There are no Teacher Assessed Tasks for Year 7.

### Teacher Assessed Tasks – Year 3 and Year 5 only

Teacher Assessed Tasks are administered in the two weeks prior to the Centrally Assessed Tasks, i.e. 18 to 29 July 2005. The *AIM 2005 Schools' Guide – Implementation* includes the details and guidelines for the Teacher Assessed Tasks, the assessment criteria and instructions for administering the tasks.

The Principal may distribute the *AIM 2005 Schools' Guide – Implementation* and student worksheets for the Teacher Assessed Mathematics Task to Year 3 and Year 5 teachers as soon as they have been checked against the packing slip.

Students will complete a Writing and a Mathematics task. Teachers are required to mark the Teacher Assessed Task by **Monday 1 August 2005** and enter marks on the student booklets. The students' work is retained by the school.

### Centrally Assessed Tasks – Years 3, 5 and 7

In the tasks for Mathematics and English, students will be asked to respond to questions in a booklet. They may be asked to respond in different ways, for example by shading a bubble or shape or writing a number, letter or word.

In English, students will also 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 will write directly into the test booklets.

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

- At Year 3, test items are drawn from Levels 1 to 4 of the CSF.
- At Year 5, test items are drawn from Levels 2 to 5 of the CSF.
- At Year 7, test items are drawn from Levels 3 to 6 of the CSF.

## Conducting the Tests

Generally, the class teacher will conduct and administer the tests in the students' classroom. As far as possible the teacher should maintain an environment which enables students to perform at their best. Some tests 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 tests.

All Year 3, Year 5 and Year 7 students should complete the tests unless an exemption has been granted. The timetables for the Centrally Assessed Tasks on pages 3 and 4 specify the order of the tests. The school must keep to this order but may choose the most appropriate starting time for each session.

### **Year 7 AIM Online**

The timetable for the AIM Online tests on page 4 specifies the order of the tests. The school must keep to this order but may choose the most appropriate starting time for each session.

## SECTION 3

### After the Testing Period

Collection of completed test booklets by the VCAA commences at 8:30 am on Thursday 4 August 2005 and continues until 10 August 2005. Material for collection should be ready and available for collection by the courier at the general reception area at the school.

Do not include unused test booklets, including those with pre-printed names, in the package to be returned to the VCAA Assessment Centre for marking.

Due to the introduction of the pre-enrolment initiative, it is no longer necessary to include class lists with the completed test booklets.

The School Tally Sheets have been revised to include the names of students who were absent, withdrawn or exempted from the AIM tests.

Please ensure that the School Tally Sheets are completely accurate. It is important that accurate information is provided to ensure the AIM school and parent reports clearly reflect participation in the tests. This information is also required for national reporting purposes. No individual student or school will be identifiable in the information released to the Commonwealth.

### Packing Materials

When packing, please check that:

- student details on test booklets have been completed accurately where applicable
- marks for the Teacher Assessed Tasks, or indication of tasks not attempted, are entered on the front of the test booklets accurately (Year 3 and Year 5 only)
- unused test booklets, including those with pre-printed student names, are not included
- stimulus materials are not included
- teacher assessed work is not included (Year 3 and Year 5 only)
- all relevant details are recorded on the School Tally Sheets before packing the test booklets, including the details of exempted, absent and withdrawn students
- completed test booklets, together with the School Tally Sheets, are packed into the container in which the material arrived
- the return addressed label is attached and each container is taped securely and marked Box 1 of 3, Box 2 of 3, etc.
- material for collection is readily available to the courier.

**If materials have not been collected by 3:45 pm on Wednesday 10 August 2005, the Principal should contact the VCAA on Freecall 1800 648 637.**

### Special Arrangements for Return of the Tests

Where a school has made special arrangements with the VCAA for some classes to conduct assessments at a time later than those specified

or

where catch-up assessments have been organised for individual or small groups of students, their completed test booklets and School Tally Sheets must be returned by certified mail or secure delivery at the school's expense to:

**AIM Testing  
VCAA Assessment Centre  
c/- Pearson Assessments and Testing  
100 Station Street,  
Nunawading, VIC 3131**

All catch-up assessments must be forwarded by **Friday 12 August 2005**.

The Principal should ensure that:

- appropriate documentation regarding evidence of postage or delivery is retained by the school
- all procedures for packing materials are adhered to, including the use of a photocopy of the School Tally Sheets.

### Year 7 AIM Online

#### Uploading Students' Test Responses to the VCAA

Schools should ensure that student responses are uploaded at the end of every day of testing.

Prior to the final upload of student responses for the 2005 testing period, schools should check the status list of students for the test session/s for each test to ensure that all student test sessions have been completed and are listed as 'Complete'. No students should have their test session flagged 'Enrolled' or 'In progress' before the final upload.

If a student is unable to do all three AIM Online tests and is absent from one or two of the tests, the student should be enrolled into the test session that he/she has missed and be marked as 'Absent' or 'Exempt'. The AIM Online User Manual has instructions on how to perform this procedure.

If there are any students who are marked as 'Enrolled' in the status list, they should be either deleted from the test session or marked as 'Exempt' or 'Absent' as appropriate.

For exempted students, a *Register for Exemption AIM Years 3, 5 and 7 Testing 2005* should be completed and retained by the school (see page 20). A completed School Tally Sheet should be returned to the VCAA using the prepaid addressed envelope.

## SAMPLE LETTER TO PARENTS YEAR 3

Dear Parent/Guardian

The Achievement Improvement Monitor (AIM) Statewide tests for Year 3 students will be held on Tuesday 2 August and Wednesday 3 August 2005.

The results of the tests provide diagnostic information for parents and teachers about a child's performance in English and Mathematics. This information can be used to support teaching and learning programs in order to improve achievement.

The Mathematics test takes approximately 35 minutes and the English test takes approximately 90 minutes for Year 3 students. The tests are spread over two days and there are rest periods between sessions.

If your child has a disability which needs special consideration or has been educated in English for less than two years, you should discuss with your child's teacher whether or not your child should undertake the test. Large print and Braille versions are available for students with visual impairment.

Early in Term 4, you will receive your child's personal report. This report tells you how your child is achieving compared to other Year 3 students in Victoria, describes the overall achievement in English and Mathematics and explains how this compares with the Curriculum and Standards Framework. It will also describe your child's particular skills in reading, writing, spelling and mathematics. The report will also show how your child performed in relation to national minimum benchmark standards. These benchmarks describe minimum acceptable standards for students across Australia.

The confidentiality of your child's results is safeguarded by Victorian legislation which prohibits the publication of results of individual students or schools.

I am confident that the information you receive as a result of your child's participation in the AIM tests will be valuable in helping you to assess your child's progress in English and Mathematics.

For more information about the AIM tests, please visit the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Yours sincerely

Principal

# VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

41 St Andrews Place East Melbourne Victoria 3002 Australia  
 TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324  
 EMAIL [vcaa@edumail.vic.gov.au](mailto:vcaa@edumail.vic.gov.au) WEB [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)  
 ABN 82 628 957 617



## Request to Vary Dates AIM YEARS 3, 5 AND 7 TESTING 2005

### VCAA Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Victorian Curriculum and Assessment Authority Act 2000*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All of the information we collect from you will be kept secure and confidential.

**Fax this form to the VCAA on (03) 9651 4612 by 24 June 2005**  
**Form also available online: [www.vcaa.vic.edu.au/prep10/aim/teachers/](http://www.vcaa.vic.edu.au/prep10/aim/teachers/)**

### Notes:

1. If the school has exceptional circumstances which affect the implementation of the Centrally Assessed Tasks on 2 and 3 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. Independent schools may fax the form directly to the VCAA.
3. The VCAA will notify the Principal of the result of this request. 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 12 August 2005**.
4. A copy of this form should be retained for school records.

### BLOCK LETTERS (PRINT)

School Name \_\_\_\_\_ School Code \_\_\_\_\_

Principal/Head Teacher \_\_\_\_\_ Telephone \_\_\_\_\_

Fax \_\_\_\_\_ Email \_\_\_\_\_

School Year	<input type="checkbox"/> Year 3	<input type="checkbox"/> Year 5	<input type="checkbox"/> Year 7
Proposed date for Mathematics Test _____			
<small>Centrally Assessed Tasks must be held between Tuesday 2 and Friday 12 August 2005</small>			
Proposed date for English Test _____			
<small>Centrally Assessed Tasks must be held between Wednesday 3 and Friday 12 August 2005</small>			
Reason for variation of dates for Centrally Assessed Tests _____			
Principal's Name _____			
Signature _____		Date _____	

### Endorsement by sector authority (Government and Catholic schools only – please tick appropriate box) BLOCK LETTERS

<input type="checkbox"/> Dept. Education & Training – Regional Director or Assistant Regional Director	
Name _____	Position _____
Signature _____	Date _____
<input type="checkbox"/> Catholic Education Office – Director of Catholic Education Diocese	
Name _____	Position _____
Signature _____	Date _____

### VCAA USE ONLY

Date received \_\_\_\_\_ Approved by sector authority ☐ Yes ☐ No

Date school contacted \_\_\_\_\_ Date notified \_\_\_\_\_





## Request for Large Print and Braille Materials

### AIM YEARS 3, 5 AND 7 TESTING 2005

**VCAA Privacy Statement**

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**Fax this form to the VCAA on (03) 9651 4612**

**Form is also available online: [www.vcaa.vic.edu.au/prep10/aim/teachers/](http://www.vcaa.vic.edu.au/prep10/aim/teachers/)**

**Notes:**

1. The Principal should complete this form to request large print or Braille versions of the assessment tasks for visually impaired students.
2. Please return this form by **Friday 24 June 2005**.
3. If these materials do not arrive by **Friday 22 July**, please contact the VCAA on **Freecall 1800 648 637**

**BLOCK LETTERS**

School Name \_\_\_\_\_ School Code \_\_\_\_\_

Principal/Head Teacher \_\_\_\_\_ Telephone \_\_\_\_\_

Fax \_\_\_\_\_ Email \_\_\_\_\_

Postal address \_\_\_\_\_

BRaille MATERIALS	Quantity
Year 3 test booklet	
Year 3 Magazine – “Going Places”	
Year 3 Mathematics Worksheets	
Year 5 Test booklet	
Year 5 Magazine – “Making Tracks”	
Year 5 Mathematics Worksheets	
Year 7 Test Booklet – Mathematics	
Year 7 Test Booklet – English	
Year 7 Magazine – “Horizons”	

LARGE PRINT MATERIALS	Quantity
Year 3 test booklet	
Year 3 Magazine – “Going Places”	
Year 3 Mathematics Worksheets	
Year 5 Test booklet	
Year 5 Magazine – “Making Tracks”	
Year 5 Mathematics Worksheets	
Year 7 Test Booklet – Mathematics	
Year 7 Test Booklet – English	
Year 7 Magazine – “Horizons”	

Other comments (if necessary) \_\_\_\_\_

\_\_\_\_\_

Signature of Principal/Head Teacher (or delegate)

Date

**VCAA USE ONLY**

Date received \_\_\_\_\_

Date notified \_\_\_\_\_



## Register for Exemption

### AIM YEARS 3, 5 AND 7 TESTING 2005

#### VCAA Privacy Statement

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**This form should be retained by the School.**  
**Form also available online: [www.vcaa.vic.edu.au/prep10/aim/teachers/](http://www.vcaa.vic.edu.au/prep10/aim/teachers/)**

#### Exemptions Policy

The Principal of a school is responsible for granting exemptions from the AIM testing for students with disabilities, for students who have been learning English in Australia for less than two years, and in other exceptional circumstances.

The Principal, after discussion with the classroom teacher, specialists and with the parents, may grant an exemption.

Students withdrawn due to reasons other than those stated as valid reasons for exemptions should not be registered as exempt.

The parent/s must sign this form agreeing to the exemption.

#### BLOCK LETTERS

Student Name \_\_\_\_\_ Year \_\_\_\_\_

School Name \_\_\_\_\_ School Code \_\_\_\_\_

\_\_\_\_\_ is granted an exemption from the AIM Testing 2005

Reason for exemption (tick appropriate box)

1. He /she has a learning 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/Head teacher (or delegate)

\_\_\_\_\_  
Date



## Request for Extra Materials

### AIM YEARS 3, 5 AND 7 TESTING 2005

**VCAA Privacy Statement**

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**Fax this form to the VCAA on (03) 9651 4612**

**Form also available online: [www.vcaa.vic.edu.au/prep10/aim/teachers/](http://www.vcaa.vic.edu.au/prep10/aim/teachers/)**

**Note:** If insufficient quantities of materials are delivered to schools, the Principal should complete this form to request additional materials as soon as possible. Alternatively, Regional Offices may be able to supply materials.

**BLOCK LETTERS**

School Name \_\_\_\_\_ School Code \_\_\_\_\_

Principal/Head Teacher \_\_\_\_\_ Telephone \_\_\_\_\_

Fax \_\_\_\_\_ Email \_\_\_\_\_

Site address for delivery of materials

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for extra materials (tick appropriate box)

1. Increase in student numbers ☐

2. Quantity received less than indicated on the packing slip ☐

3. Other (please specify) \_\_\_\_\_

Details of materials required	Quantity	Details of materials required	Quantity
Principals' Guide – Administration		Year 3 Tally Sheets	
Year 3 test booklet		Year 5 Tally Sheets	
Year 3 Magazine – “Going Places”		Year 7 Tally Sheets	
Year 5 Test booklet		Year 3 Dictation Instructions	
Year 5 Magazine – “Making Tracks”		Year 5 Dictation Instructions	
Year 7 Test Booklet – Mathematics		Year 3 Mathematics Worksheets	
Year 7 Test Booklet – English		Year 5 Mathematics Worksheets	
Year 7 Magazine – “Horizons”		2B Pencils	
Schools' Guide – Implementation		AIM Parent Pamphlets	

\_\_\_\_\_  
Signature of Principal/Head teacher (or delegate)

\_\_\_\_\_  
Date

**VCAA USE ONLY**

Date school contacted \_\_\_\_\_

Date despatched \_\_\_\_\_



**VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY**  
 41 St Andrews Place East Melbourne Victoria 3002 Australia  
 TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324  
 EMAIL [vcaa@edumail.vic.gov.au](mailto:vcaa@edumail.vic.gov.au) WEB [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)  
 ABN 82 628 957 617



## 2005 Achievement Improvement Monitor (AIM)

### Agreement Between the Victorian Curriculum and Assessment Authority (VCAA) and the School

Principals must sign this form to certify that they will comply with all the VCAA assessment and security requirements associated with the 2005 AIM program.

Principals are responsible for the conduct of the AIM assessments. The Principal may delegate management of the program but he/she must sign to certify that the VCAA's requirements will be followed.

#### PART A: Principal's Responsibilities

1. Ensure that all testing materials are checked for tampering upon receipt by the school.
2. Document, and retain at the school, the names and roles of all personnel who have authorised access to the test materials and who are authorised to sign for the receipt of test materials.
3. Store testing materials in a safe and secure manner.
4. Ensure that no unauthorised person handles test materials prior to the times specified in the *AIM 2005 Principals' Guide – Administration*.
5. Ensure that the testing materials stored at the school are checked for tampering prior to the commencement of the testing period.
6. Notify the VCAA immediately of any breaches of test security.
7. Implement AIM testing procedures as outlined in the *AIM 2005 Principals' Guide – Administration*.
8. Ensure that all supervising staff are familiar with the testing procedures and conduct the tests in a manner consistent with the instructions in the *AIM 2005 Schools' Guide – Implementation*.
9. Notify the VCAA immediately of any test procedures which are inconsistent with directions in the *AIM 2005 Principals' Guide – Administration*.
10. Ensure that a record is kept of the name of each student who sits the AIM tests.
11. Ensure that procedures for exempting students are conducted according to those procedures stated in *AIM 2005 Principals' Guide – Administration*.
12. Ensure that the School Tally Sheets are accurately completed.

**Agreement Between the Victorian Curriculum and  
Assessment Authority (VCAA) and the School (continued)**

**PART B: Security Storage Arrangements**

Please mark the option that best describes security storage arrangements for AIM test materials at the School.

- ☐ Locked filing cabinet, locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- ☐ Locked safe, locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- ☐ Locked sealed containers, locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- ☐ AIM Online computer system stored in a secure environment. Test session keys and User IDs kept secure

Other (Please describe) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

While the test materials are in the school prior to the testing period, any direct access to the test materials within the secure area is to be recorded in an access register. The access register may be subject to security audit by the VCAA.

I, \_\_\_\_\_  
 (Principal's name)

of **VICTORIA PRIMARY SCHOOL 1586** \_\_\_\_\_  
 (School and School number)

certify that the requirements described in Part A and Part B will be met for the implementation of the 2005 AIM program.

Principal's signature \_\_\_\_\_ Date / / 2005

Please return this signed form to the VCAA by Friday 15 July 2005.

**Facsimile 03 9651 4612**

Please direct any queries to the AIM Helpdesk 1800 648 637 or  
 email: [vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)

page 2

## Contact details – Department of Education and Catholic Education Office

OFFICE	NAME	MAIL ADDRESS	TELEPHONE	FAX	SITE ADDRESS
Catholic Education Office / Melbourne	Ms Susan Pascoe Director of Catholic Education	PO Box 3 EAST MELBOURNE 3002	9267 0228	9415 9325	James Goold House 228 Victoria Parade East Melbourne 3002
Catholic Education Office / Ballarat / Main Office	Mr Larry Burn Director Catholic Diocesan Office	PO Box 576 BALLARAT 3353	5337 7135	5331 5166	Catholic Education Office 5 Lyons Street Ballarat 3353
Catholic Education Office / Sandhurst / Bendigo	Mr Denis Higgins Director Of Catholic Education Diocese Bendigo	181 McCrae Street BENDIGO 3550	5443 2377	5441 5168	181 McCrae Street Bendigo 3550
Catholic Education Office / Sandhurst / Wangaratta	Mr Michael Avery Director of Catholic Education Diocese Sale	PO Box 1181 WANGARATTA 3676	5762 4177	5762 5676	71 Ryley Street Wangaratta 3677
Catholic Education Office/ Sale / Warragul	Dr Therese D'Orsa Director of Catholic Education Diocese Sale	PO Box 322 WARRAGUL 3820	5622 6600	5623 4258	6 Witton Street Warragul 3820
Catholic Education Office / Melbourne/ Southern Area	Mr Neil Matheson Acting Regional Manager	14 Spring Street HIGHTT 3190	9532 1922	9553 5005	14 Spring Street Hightt 3190
Catholic Education Office / Melbourne / Eastern Area	Mr Peter Ryan Regional Manager	PO Box 174 FERNTREE GULLY 3156	9758 4999	9752 3192	15 Forest Road Ferntree Gully 3156
Catholic Education Office / Melbourne / Northern Area	Ms Pauline Zappulla Regional Manager	Cnr Howard & Rosslyn Streets WEST MELBOURNE 3003	9329 8800	9326 7443	Cnr Howard & Rosslyn Streets West Melbourne 3003
Catholic Education Office / Melbourne / Western Area	Mr John Mills Regional Manager	PO Box 4026 HOPPERS CROSSING 3029	9748 0844	9748 5289	255–267 Old Geelong Road Hoppers Crossing 3029
Barwon South Western Region	Mrs Glenda Strong Regional Director	PO Box 240 NORTH GEELONG 3215	5272 8300	5277 9926	Vines Road North Geelong 3215
Central Highlands Wimmera Region	Mr Malcolm Millar Regional Director	Level 1 1220 Sturt Street BALLARAT 3350	5337 8444	5333 2135	Level 1 1220 Sturt Street Ballarat 3350
Eastern Region	Dr Jim Watterson Regional Director	Level 29 Lakeside Drive BURWOOD EAST 3151	9881 0200	9881 0243	Level 2 29 Lakeside Drive Burwood East 3151
Gippsland Region	Mr Peter Greenwell Regional Director	PO Box 381 MOE 3825	5127 0400	5126 1933	Cnr Kirk & Haigh Street Moe 3825
Goulburn North Eastern Region	Ms Adele Pottenger Regional Director	PO Box 403 BENALLA 3672	5761 2100	5762 5039	Arundel Street Benalla 3672
Loddon Campaspe Mallee Region	Mr Ron Lake Regional Director	PO Box 442 BENDIGO EAST 3552	5440 3111	5442 5321	37–43 Havlin Street Bendigo East 3550
Northern Metropolitan Region	Mr Wayne Craig Regional Director	Locked Bag 88 FAIRFIELD 3078	9488 9488	9488 9440	Level 1 582 Heidelberg Road
Southern Metropolitan Region	Ms Jan Lake Regional Director	PO Box 5 DANDENONG 3175	9794 3555	9794 3594	VACC Building 1st Floor 33 Princes Highway Dandenong 3175
Western Metropolitan Region	Mr Rob Blachford	Level 4 369 Royal Parade PARKVILLE 3052	9291 6500	9291 6555	Level 4 369 Royal Parade Parkville 3052