

# 2006 principals' guide



**Achievement  
Improvement  
Monitor**

**Administration**

Year 3, Year 5 and Year 7

**ACHIEVEMENT IMPROVEMENT MONITOR  
ASSESSMENT PROGRAM**

**AIM 2006 STATE-WIDE TESTS**

**PRINCIPALS' GUIDE -  
ADMINISTRATION**

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

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

First published 2004

© VCAA 2006

All rights reserved. Except under the conditions described in the *Copyright Act 1968* and subsequent amendments, no part of this publication may be reproduced by any process without permission in writing from the publishers.

Photocopying: Victorian schools only may photocopy parts of this publication for use by teachers.

ISBN 1 920992 65 0

# 2006 Principal's Checklist

| Date            |   | Check <input checked="" type="checkbox"/> |
|-----------------|---|---|
| On receipt      | Read this <i>AIM 2006 Principals' Guide – Administration</i> paying particular attention to the responsibilities of principals and administrative procedures        | <input type="checkbox"/>                  |
| 5 May           | Last day for verification of student data on pre-enrolment website  | <input type="checkbox"/>                  |
| Week of 15 May  | Complete the Statement of Compliance and fax back to the VCAA   | <input type="checkbox"/>                  |
| 16 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"/>                  |
|                 | Final date to forward signatories for delivery of test packages   | <input type="checkbox"/>                  |
| Week of 3 July  | Prepare documentation for receipt, tracking, storage and distribution of AIM test materials in the AIM Test Materials Security Log                                  | <input type="checkbox"/>                  |
|                 | Brief appropriate staff about the pending arrival of the Years 3 and 5 test packages and record the name of the staff member who signs for receipt from the courier | <input type="checkbox"/>                  |
| 7 July          | Last date for the return of Statement of Compliance   | <input type="checkbox"/>                  |
| Week of 10 July | Schools to receive and check contents of AIM test packages (Year 3 and Year 5)  | <input type="checkbox"/>                  |
|                 | Request extra materials where required  | <input type="checkbox"/>                  |
|                 | Store all materials in double secure storage  | <input type="checkbox"/>                  |
|                 | Complete the Receipt and Distribution Record in the AIM Test Materials Security Log   | <input type="checkbox"/>                  |
|                 | Complete the Access Log in the AIM Test Materials Security Log  | <input type="checkbox"/>                  |
|                 | Distribute the <i>AIM 2006 Schools' Guide – Implementation</i> to test supervisors (Year 3 and Year 5)  | <input type="checkbox"/>                  |
| 17–28 July      | Conduct the Teacher Assessed Tasks (Years 3 and 5 only)   | <input type="checkbox"/>                  |
|                 | Mark the Teacher Assessed Tasks and complete Teacher Assessed Task Returns (Years 3 and 5 only)   | <input type="checkbox"/>                  |
| 24 July         | Brief appropriate staff about the pending arrival of the Year 7 test packages and record the name of the staff member who signs for receipt from the courier        | <input type="checkbox"/>                  |
|                 | Schools to receive and check contents of AIM test packages (Year 7)   | <input type="checkbox"/>                  |
|                 | Request extra materials where required  | <input type="checkbox"/>                  |
|                 | Complete the Receipt and Distribution Record in the AIM Test Materials Security Log   | <input type="checkbox"/>                  |
|                 | Complete the Access Log in the AIM Test Materials Security Log  | <input type="checkbox"/>                  |
|                 | Store all materials in double secure storage  | <input type="checkbox"/>                  |
|                 | Distribute the <i>AIM 2006 Schools' Guide – Implementation</i> to test supervisors (Year 7)   | <input type="checkbox"/>                  |
| 24–31 July      | Conduct a briefing on test administration for test supervisors  | <input type="checkbox"/>                  |
| 31 July         | AIM Coordinator to sort and collate secure test materials and return to secure storage  | <input type="checkbox"/>                  |
| 1 August        | Distribute Mathematics test booklets to teachers  | <input type="checkbox"/>                  |
|                 | <b>Mathematics AIM tests</b>  |   |
| 2 August        | Distribute English test booklets to teachers  | <input type="checkbox"/>                  |
|                 | <b>English AIM tests</b>  |   |
|                 | Check and prepare completed test booklets, Records of Exemption forms and Participation Return forms ready for collection   | <input type="checkbox"/>                  |
| 3 August        | Ensure that test packages are ready for collection by 8.30 am and a record kept of the name of courier and time of pick up  | <input type="checkbox"/>                  |
| 11 August       | Notify the AIM Helpdesk if test packages have not been collected  | <input type="checkbox"/>                  |
|                 | Final date to return test booklets for catch-up tests and for classes which had approval for a variation to testing dates   | <input type="checkbox"/>                  |

---

## HELP DESK

A help desk service operates to assist principals and AIM coordinators with queries about the AIM Years 3, 5, 7 and 9 assessment program. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority on:

### **AIM Testing**

|                 |  |
|-----------------|--|
| <b>freecall</b> | <b>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>                           |

### **Dates for Years 3, 5 and 7 AIM Tests**

|             |                             |
|-------------|-----------------------------|
| <b>2006</b> | <b>1 AND 2 AUGUST</b>       |
| <b>2007</b> | <b>31 JULY AND 1 AUGUST</b> |

# CONTENTS

|  |          |
|--|----------|
| 2006 Principal's Checklist   | iii      |
| Help Desk  | iv       |
| <b>INTRODUCTION</b>  | <b>1</b> |
| About this guide   | 1        |
| Privacy Statement  | 2        |
| Communicating with parents   | 2        |
| Responsibilities of the principal  | 3        |
| <b>SECTION 1</b>   | <b>5</b> |
| Before the testing period  | 5        |
| Timetable for administration of AIM Years 3, 5 and 7                     | 5        |
| Teacher Assessed Tasks   | 5        |
| Centrally Assessed Tests   | 5        |
| Year 3   | 5        |
| Year 5   | 6        |
| Year 7   | 6        |
| Request to vary testing dates  | 6        |
| Candidacy, exemptions and special provisions                             | 7        |
| Exemptions   | 7        |
| Absent students  | 8        |
| Withdrawn students   | 8        |
| Hosted and visiting students   | 8        |
| Transferring students  | 9        |
| Composite and multi-age classes  | 9        |
| Special Provision  | 9        |
| Students with special learning needs                                     | 9        |
| Large print and Braille materials  | 10       |
| Delivery of the test packages  | 10       |
| Security of test materials   | 10       |
| Request for additional materials   | 10       |
| Standard conditions for administering the AIM state-wide tests           | 11       |
| Completion of student details  | 11       |
| Test booklets with student and school details printed on the front cover | 12       |
| Test booklets with school details only printed on the front cover        | 12       |
| Practice materials   | 12       |

---

|  |           |
|--|-----------|
| <b>SECTION 2</b>                                 | <b>13</b> |
| During the testing period                        | 13        |
| Teacher Assessed Tasks – Year 3 and Year 5 only  | 13        |
| Centrally Assessed Tests – Years 3, 5 and 7      | 13        |
| Conducting the tests                             | 14        |
| <b>SECTION 3</b>                                 | <b>15</b> |
| After the testing period                         | 15        |
| Checking materials                               | 15        |
| Packing materials                                | 15        |
| Special arrangements for return of the tests     | 16        |
| Distribution of parent reports                   | 16        |
| <b>Appendices</b>                                | <b>17</b> |
| 1. Sample Letter to parents – Year 3             | 17        |
| 2. Statement of Compliance                       | 18        |
| 3. Request to Vary Dates                         | 20        |
| 4. Request for Large Print and Braille Materials | 21        |
| 5. Record of Exemption                           | 22        |
| 6. Request for Extra Materials                   | 23        |
| 7. Contact details                               | 24        |

# INTRODUCTION

The Achievement Improvement Monitor (AIM) program is a curriculum-based assessment program for Year 3, Year 5, Year 7 and Year 9 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.

Each student's result is reported to schools and parents against the Victorian Essential Learning Standards. Students are assessed in Year 3 to identify their achievement at the end of the early years of schooling and again in Year 5 to monitor their achievement before moving to secondary school. Students are assessed at Year 7, the beginning of their secondary school experience and at Year 9 before completing the compulsory years of schooling. 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 2006 AIM assessment program. It is the first of three publications to be provided to schools:

- 1. Principals' Guide – Administration Years 3, 5 and 7 (this publication)**
- 2. Schools' Guide – Implementation Years 3, 5 and 7**
- 3. Reporting Guide – Data Years 3, 5 and 7**

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



## 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, Year 7 and Year 9 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 pre-print 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.

Schools across Australia are 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.

## 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
- as part of a parent/teacher interview.

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

## 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.

The Statement of Compliance for your school is enclosed with this guide. Principals should read and sign the statement and fax back Part B to the VCAA on (03) 9651 4612, by **Friday 7 July 2006**. A copy of the Statement of Compliance can also be found in Appendix 8 (page 18) and on the website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

It is the principal's responsibility to:

1. Brief appropriate staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier.
2. Ensure that all testing materials are checked for tampering upon receipt by the school.
3. Store testing materials in a safe and secure manner.
4. Document receipt, tracking, storage and distribution of materials in the AIM Test Materials Security Log. Record, 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.
5. Ensure that no unauthorised person handles test materials prior to the times specified in the *AIM Principals' Guide – Administration*.
6. Ensure that the test materials stored at the school are re-checked for tampering prior to the commencement of the testing period.
7. Ensure that the test booklets are handed to supervising teachers on the morning of each test and returned to secure storage after each test.
8. Notify the VCAA immediately of any breaches of test security.
9. Ensure that all supervising staff are briefed about testing procedures and conduct of the tests in a manner consistent with the instructions in the *AIM Schools' Guide – Implementation*.
10. Notify the VCAA immediately of any test procedures which are inconsistent with directions in the *AIM Principals' Guide – Administration* and the *AIM Schools' Guide – Implementation*.
11. Ensure that students complete the correct pre-printed test booklets.
12. Ensure that an accurate record is kept of the name of each student who sits the AIM tests.
13. Ensure that procedures for exempting students are conducted according to procedures stated in *AIM Principals' Guide – Administration*.
14. Ensure that the Participation Return forms are accurately completed and signed off by the principal.

---

# SECTION 1

## Before the testing period

The tests must be administered in the order, on the dates and within the times specified in the table below.

Students must not have any opportunity to discuss the specific content of any test with other students prior to attempting the test. Students undertaking catch-up tests on the days following the scheduled test dates should follow the same schedule wherever practicable.

It is recommended that students be given a break between test sessions conducted on the same day.

## Timetable for administration of AIM Years 3, 5 and 7

### Teacher Assessed Tasks

| Task                              | Date            | Time Allocation<br>Year 3 | Time Allocation<br>Year 5 |
|-----------------------------------|-----------------|---------------------------|---------------------------|
| English test (Writing)            | 17–28 July 2006 | 90 minutes*               | 90 minutes*               |
| Mathematics test<br>(Measurement) | 17–28 July 2006 | 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 Tests

#### Year 3

| Test                                     | Date 2006          | Administration<br>time for the test | Introduction<br>and Practice<br>Questions | Time Allocation                                    |
|--|--------------------|-------------------------------------|---|--|
| Mathematics                              | Tuesday 1 August   | Before recess                       | 10 Minutes                                | 35 minutes   |
| English                                  | Wednesday 2 August | Before recess                       | 10 minutes                                | 40 minutes   |
| Spelling<br>– (Dictation<br>and Editing) | Wednesday 2 August | Before recess                       |   | 15 minutes <sup>†</sup><br>(includes introduction) |
| Writing                                  | Wednesday 2 August | Before lunch                        | 10 minutes                                | 35 minutes   |

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

**Year 5**

| Test                               | Date 2006          | Administration time for the test | Introduction and Practice Questions | Time Allocation                                    |
|------------------------------------|--------------------|----------------------------------|-------------------------------------|--|
| Mathematics                        | Tuesday 1 August   | Before recess                    | 10 Minutes                          | 45 minutes   |
| English                            | Wednesday 2 August | Before recess                    | 10 minutes                          | 50 minutes   |
| Spelling – (Dictation and Editing) | Wednesday 2 August | Before recess                    |                                     | 15 minutes <sup>†</sup><br>(includes introduction) |
| Writing                            | Wednesday 2 August | Before lunch                     | 10 minutes                          | 40 minutes   |

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

**Year 7**

| Test                 | Date 2006          | Administration time for the test | Introduction and Practice Questions | Time Allocation |
|----------------------|--------------------|----------------------------------|-------------------------------------|-----------------|
| Mathematics – Test 1 | Tuesday 1 August   | Before recess                    | 10 Minutes                          | 45 minutes      |
| Mathematics – Test 2 | Tuesday 1 August   | Before lunch                     | 5 Minutes                           | 40 minutes      |
| English              | Wednesday 2 August | Before recess                    | 10 minutes                          | 45 minutes      |
| Writing              | Wednesday 2 August | Before lunch                     | 10 minutes                          | 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.

**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 to avoid **Tuesday 1 August** and **Wednesday 2 August 2006**.

The Request to Vary Dates for AIM Years 3, 5 and 7 form 2006 (see page 20) should be completed and returned to the VCAA by **Friday 16 June 2006**. 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 24 for contact details)
- Catholic schools should send the form to the appropriate Catholic Education Office listed on page 24
- 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 11 August 2006**. 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 1 and/or 2 August, the students may undertake a catch-up assessment and complete the tests no later than **Friday 11 August 2006**. Students must not sit the tests before the scheduled date.

If a variation to the testing dates is approved, the school will be responsible for the return of completed test booklets by Registered Post or secure courier 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 11 August 2006**.

## Candidacy, exemptions and special provisions

Students are defined as Year 3, Year 5, Year 7 or Year 9 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 and to
- students who have been learning English in Australia for less than **one** year.

Students arriving from overseas less than one year before the test with a language background other than English, have the opportunity to be treated as exempt from testing.

Students who have moderate to severe intellectual disability and/or permanent physical disability such that he/she cannot perform in an assessment situation, can be exempted. This includes students who are unable to follow even the general instructions of the assessment. However, students cannot be excluded solely because of poor academic performance or disciplinary problems. Students who can be accommodated under Special Provision (see page 9) should be assessed.

The Record of Exemption form for each exempted student must be completed, signed by the

parent or guardian, and returned to the VCAA with the test booklets after the test. A copy of these forms should be kept by the school.

Students withdrawn due to reasons other than 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.

For the Record of Exemption form refer to page 22 or the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

### **Absent students**

In the interests of maximising participation of the cohorts, principals are encouraged to facilitate the participation in the tests of students who were absent on the day of the test but return to school before **Friday 11 August 2006**.

In the case where one student or a small number of students does not undertake one or more test on 1 and/or 2 August 2006, 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 11 August 2006. The details of absent students should be recorded on the Participation Return form.

The principal must ensure that these completed test booklets are sent to the VCAA by Registered Post at the school's expense. These should be sent no later than **Friday 11 August 2006** to:

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

### **Withdrawn students**

Occasionally parents will withdraw their children from the AIM program. These cases should be documented with signed parental consent and the details of the withdrawn students should be recorded on the Participation Return form.

For students with a temporary disability that cannot be accommodated under Special Provisions, or with a medical certificate covering a disorder that adversely affects the capacity of the individual to complete the test, there is an option to be withdrawn.

### **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. 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.

## **Special Provision**

### **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. Students with disabilities should be given the opportunity to participate in the tests rather than automatically be exempted. It is recommended that students be allowed the following accommodations, as necessary:

- reading support for mathematics
- additional 5–10 minutes to complete papers
- use of a scribe for mathematics, reading and spelling.

It is recommended that the following Special Provisions be allowed for students where it is common classroom practice for that student:

- Braille and large print test materials
- separate supervision or special test environments
- additional time (not exceeding 5 minutes in every 30) to allow for breaks
- PCs/laptops (no spell check or speech to text software), assistive listening devices, specialised equipment or alternative communication devices, specialised equipment or alternative communication devices
- 'signed' instructions.

Refer to the *AIM 2006 Schools' Guide – Implementation* for further guidelines regarding the level of teacher assistance allowed. 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.

Students in Special Education schools are exempt from the tests unless parents specifically request that they participate.



### **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 21). Refer to the AIM 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 (03) 9651 4612 by 16 June at the latest.

### **Delivery of the test packages**

In the week beginning **Monday 10 July 2006**, 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 **24 July 2006**. Document the receipt, tracking, storage and distribution of the test materials in the AIM Test Materials Security Log. Brief appropriate staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier.

Secure materials will be packed separately in tamper evident packages within the consignment. 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 pre-enrolment data provided by schools for each year level. Extra copies of all material are provided to allow for new enrolments.

### **Security of test materials**

The principal should be aware of issues relating to the security of the AIM 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 double secure area at all times prior to the test. Test booklets and other secure materials should not be distributed until the morning of the test, i.e. Mathematics on Tuesday 1 August and English on 2 August 2006. After the tests have been completed, they should be kept in a secure, confidential area until they are collected by the courier.

Principals should ensure that the Security Log is maintained and updated throughout the process. The Security Log should be maintained by the school for 12 months after the test and may be subject to audit by the VCAA.

### **Request for additional materials**

Test booklets, stimulus materials and Spelling and Writing Task Instructions for Teachers should be counted without opening the tamper evident packaging. If there are insufficient quantities of any materials, the principal should contact the nearest Regional Office of Department of Education and Training or the Catholic Education Office as soon as possible. A list of these offices can be found on page 24. Alternatively, complete the Request for Extra Materials AIM Years 3, 5 and 7 form (see page 23) 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 28 July at the very latest.

## Standard conditions for administering the AIM state-wide 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 state-wide 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 *AIM 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 receive, 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 Victoria an equal opportunity to demonstrate their individual level of achievement. The Centrally Assessed Tests are to be administered under standard test conditions which include:

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

## Completion of student details

Students undertaking the AIM tests in 2006 have been 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.

If there is an error in the student's details on the front cover of the test booklets, test supervisors should ask that the incorrect details be crossed out and the correct details written clearly.

**Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for that particular student nor should they complete the test using another student's pre-printed booklet.**

### **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.

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

### **Practice materials**

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 tests by demonstrating correct procedures for completing responses and giving students practice in completing the different response formats prior to the start of each test.

## 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 Tests (Mathematics, English and Writing).

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 Tests 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 Tests, i.e. 17 to 28 July 2005. The *AIM Schools' Guide – Implementation* includes the details and guidelines for the Teacher Assessed Tasks, the assessment criteria and instructions for administering and marking the tasks.

The principal may distribute the *AIM Schools' Guide – Implementation* and student work sheets 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 31 July 2006 and transfer the marks onto the Teacher Assessed Task Return form. The students' work is retained by the school.

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

In the tests for Mathematics and English, students will be asked to respond to questions in booklets. 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. 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 Victorian Essential Learning Standards levels and are designed to determine the levels of achievement of students.

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

## **Conducting the tests**

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

The timetables for the tests on pages 5 and 6 specify the order of the tests. The school must keep to this order but may choose the most appropriate starting time for each test session.

The Test Session Report contained in the Security Log should be photocopied and given to each test supervisor. Test supervisors should record any incidents or irregularities that occur during the AIM tests that might have an impact on one or more students' results, including any special provision allowed for students. This record should be maintained by the school and should only be forwarded to the VCAA on request.

## SECTION 3

### After the testing period

Collection of completed test booklets commences from 8:30 am on Thursday 3 August and continues until 11 August 2006. Material for collection should be ready and available for collection by the courier at the general secure reception area at the school. Record the name of the person who signed for the test package pick-up by the courier in the AIM Materials Security Log.

Please ensure that the Participation Return forms are completed accurately. 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.

### Checking materials

Please check that:

- student details on test booklets have been completed accurately where applicable
- marks for the Teacher Assessed Tasks, or indication of tests not attempted, are entered on to the Teacher Assessed Tasks Return form accurately (Year 3 and Year 5 only)
- the Participation Return forms are accurately completed
- the number of test booklets are accounted for and correctly recorded on the Packing Return form
- unused test booklets, including those with pre-printed student name, are not included
- stimulus materials are not included
- completed test booklets and forms 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.

### Packing materials

Include in the package to be returned to the VCAA Assessment Centre for marking:

- completed test booklets
- Teacher Assessed Task Return forms
- Record of Exemption forms (one for each student exempted)
- Participation Return forms
- Packing Return form.

Please ensure that the test material is ready for pick-up by the courier from Thursday 3 August 2006.

**If materials have not been collected by 3:45 pm on Friday 11 August 2006, 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 forms must be returned by Registered 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 11 August 2006**.

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 Participation Return form and Packing Return form.

## **Distribution of parent reports**

It is important that teachers be fully informed of the detailed results of each student and of the results for their class as a whole, and that parents have the opportunity to discuss the results with the school. The results sent to the school provide detailed information about the achievement of each student. This information can be used to place the parent reports in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents.

It is important the parent reports are delivered to parents in a timely manner as many are awaiting the results at the beginning of Term 4 2006. The parent reports are confidential documents containing personal information about each student and how their results compare to others in the state. Given the need for confidentiality the VCAA would ask schools to consider a direct mail out of results to their parent body or issuing them directly to parents, for example, through information nights or for collection from the school by parents. Any of these methods will mean that students will see their information only if parents wish them to.

Schools should retain evidence of distribution of reports to parents at the school, for example letter addressed to parents or notification in the school newsletter.

The AIM 2006 Years 3, 5 and 7 test results will be available for schools to access on the Internet, via the VCAA website at <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)> from the beginning of Term 4. Schools will need to use their own unique login and security password to access the data.

As in previous years, principals and classroom teachers will be invited to attend professional development sessions where the AIM Data Service Reports will be demonstrated and explained.

## SAMPLE LETTER TO PARENTS – YEAR 3

Dear Parent/Guardian

The Achievement Improvement Monitor (AIM) state-wide tests for Year 3 students will be held on Tuesday 1 August and Wednesday 2 August 2006.

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 and improve student achievement.

For Year 3 students, the Mathematics test will take approximately 35 minutes and the English and Writing tests take approximately 90 minutes. 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 **one** year, 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 Victorian Essential Learning Standards. 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 benchmark standards. These benchmarks describe minimum acceptable standards for students across Australia.

The confidentiality of your child's results is safeguarded by the Victorian Curriculum and Assessment Authority. No individual student or school results are published.

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 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



## Achievement Improvement Monitor (AIM) 2006

### Statement of Compliance

#### Security of AIM Test Materials and Administration of the Tests

Principals are responsible for the security of the AIM test materials and for the administration of the test. Principals must sign this Statement to certify that they will comply with the VCAA assessment and security requirements associated with the 2006 AIM program.

#### PART A: Principal's Responsibilities

1. Brief appropriate staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier.
2. Ensure that all testing materials are checked for tampering upon receipt by the school.
3. Store materials in a safe and secure manner.
4. Document receipt, tracking, storage and distribution of materials in the AIM Test Materials Security Log. Record, 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.
5. Ensure that no unauthorised person handles test materials prior to the times specified in the *AIM Principals' Guide – Administration*.
6. Ensure that the test materials stored at the school are re-checked for tampering prior to the commencement of the testing period.
7. Ensure that the test booklets are handed to supervising teachers on the morning of each test and returned to secure storage after each test.
8. Notify the VCAA immediately of any breaches of test security.
9. Ensure that all supervising staff are briefed about testing procedures and conduct of the tests in a manner consistent with the instructions in the *AIM Schools' Guide – Implementation*.
10. Notify the VCAA immediately of any test procedures which are inconsistent with directions in the *AIM Principals' Guide – Administration* and the *AIM Schools' Guide – Implementation*.
11. Ensure that students complete the correct pre-printed test booklets.
12. Ensure that an accurate record is kept of the name of each student who sits the AIM tests.
13. Ensure that procedures for exempting students are conducted according to procedures stated in *AIM Principals' Guide – Administration*.
14. Ensure that the Participation Return forms are accurately completed and signed off by the principal.

## Statement of Compliance

### PART B: Security Storage Arrangements

The VCAA will be conducting visits to schools to audit the storage facilities for the AIM test materials during 2006.

Apart from times that the tests are being administered, the test materials are to be kept in a double secure area at all times. Please tick the option which best describes the double secure storage arrangement for AIM test materials at your school.

Tick the option which best describes the two levels of security at your school.

- ☐ A locked filing cabinet which is locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- ☐ A locked safe which is locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- ☐ A locked sealed container which is locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- ☐ Other (Please describe)

---



---



---

While the test materials are in the school before, during and after the testing period, any direct access to the test materials within the secure area is to be recorded in the **AIM Test Materials Security Log**. The Security Log will also be subject to security audit by the VCAA. In addition, there will be auditing of test security and administration during the testing periods.

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

of \_\_\_\_\_  
(School and School number)

certify that the requirements described in Part A and Part B will be met for the implementation of the 2006 AIM program.

Principal's signature \_\_\_\_\_ Date / / 2006

Please return this signed form to the VCAA by Friday 7 July 2006.

**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

## 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 2006

**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 16 June 2006**  
**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 Tests on 1 and 2 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 **at the school's expense**. This will be no later than **Friday 11 August 2006**.
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 ☐ Year 3 ☐ Year 5 ☐ Year 7

Proposed date for Mathematics Test \_\_\_\_\_

Centrally Assessed Tests must be held between Tuesday 1 and Friday 11 August 2006

Proposed date for English Test \_\_\_\_\_

Centrally Assessed Tests must be held between Wednesday 2 and Friday 11 August 2006

Reason for variation of dates for Centrally Assessed Tests \_\_\_\_\_

Principal's Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

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

☐ Department of Education & Training – Regional Director or Assistant Regional Director

Name \_\_\_\_\_ Position \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

☐ 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 \_\_\_\_\_

## 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 for Large Print and Braille Materials

### AIM YEARS 3, 5 AND 7 TESTING 2006

**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**

**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 tests for visually impaired students.
2. Please return this form by **Friday 16 June 2006**.
3. If these materials do not arrive by **Friday 24 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 – English              |          |
| Year 3 test booklet – Writing              |          |
| Year 3 stimulus material – ‘Going Places’  |          |
| Year 3 test booklet – Mathematics          |          |
| Year 3 Mathematics Teacher Assessed Task   |          |
| Year 5 test booklet – English              |          |
| Year 5 test booklet – Writing              |          |
| Year 5 stimulus material – ‘Making Tracks’ |          |
| Year 5 test booklet – Mathematics          |          |
| Year 5 Mathematics Teacher Assessed Task   |          |
| Year 7 test booklet – English              |          |
| Year 7 test booklet – Writing              |          |
| Year 7 stimulus material – ‘Horizons’      |          |
| Year 7 test booklet – Mathematics Test 1   |          |
| Year 7 test booklet – Mathematics Test 2   |          |

| LARGE PRINT MATERIALS                      | Quantity |
|--|----------|
| Year 3 test booklet – English              |          |
| Year 3 test booklet – Writing              |          |
| Year 3 stimulus material – ‘Going Places’  |          |
| Year 3 test booklet – Mathematics          |          |
| Year 3 Mathematics Teacher Assessed Task   |          |
| Year 5 test booklet – English              |          |
| Year 5 test booklet – Writing              |          |
| Year 5 stimulus material – ‘Making Tracks’ |          |
| Year 5 test booklet – Mathematics          |          |
| Year 5 Mathematics Teacher Assessed Task   |          |
| Year 7 test booklet – English              |          |
| Year 7 test booklet – Writing              |          |
| Year 7 stimulus material – ‘Horizons’      |          |
| Year 7 test booklet – Mathematics Test 1   |          |
| Year 7 test booklet – Mathematics Test 2   |          |

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

\_\_\_\_\_

Signature of Principal/Head Teacher (or delegate)

Date

**VCAA USE ONLY**

## 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



## Record of Exemption AIM TEST 2006

**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.

**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 tests for students with learning disabilities and for students who have been learning English in Australia for less than one year.

The principal, after discussion with the parents, may grant an exemption.

Students withdrawn due to reasons other than those stated as valid reasons for exemptions should be recorded as absent.

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

**BLOCK LETTERS**

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

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

is granted an exemption from the AIM Testing 2006

Reason for exemption (tick appropriate box)

1. He /she has a learning disability ☐

2. He/she has been learning English in Australia for less than one year ☐

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**RETURN TO VCAA WITH COMPLETED AIM TEST BOOKLETS**

**Retain a copy at the school.**

## 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 for Extra Materials

### AIM YEARS 3, 5 AND 7 TESTING 2006

**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**

**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 |
|--|----------|--|----------|
| Year 3 test booklet – English              |          | Year 7 stimulus material – ‘Horizons’    |          |
| Year 3 test booklet – Writing              |          | Year 7 test booklet – Mathematics Test 1 |          |
| Year 3 stimulus material – ‘Going Places’  |          | Year 7 test booklet – Mathematics Test 2 |          |
| Year 3 test booklet – Mathematics          |          |  |          |
| Year 3 Mathematics Teacher Assessed Task   |          |  |          |
| Year 5 test booklet – English              |          | Year 3 Spelling Instructions             |          |
| Year 5 test booklet – Writing              |          | Year 5 Spelling Instructions             |          |
| Year 5 stimulus material – ‘Making Tracks’ |          | Participation Return form                |          |
| Year 5 test booklet – Mathematics          |          | 2B Pencils                               |          |
| Year 5 Mathematics Teacher Assessed Task   |          | AIM Parent Pamphlets                     |          |
| Year 7 test booklet – English              |          | Principals’ Guide – Administration       |          |
| Year 7 test booklet – Writing              |          | Schools’ Guide – Implementation          |          |

Signature of Principal/Head teacher (or delegate)

Date

**VCAA USE ONLY**

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

### Contact details for Department of Education & Training Regional Offices 2006

| OFFICE                           | NAME / TITLE                              | MAIL ADDRESS                                | TELEPHONE | FAX       | SITE ADDRESS  |
|----------------------------------|---|---|-----------|-----------|---|
| Barwon South Western Region      | Ms Glenda Strong<br>Regional Director     | PO Box 240<br>NORTH GEELONG 3215            | 5272 8300 | 5277 9926 | Vines Road<br>North Geelong 3215                                |
| Central Highlands Wimmera Region | Mr Malcolm Millar<br>Regional Director    | 1 / 1220 Sturt Street<br>BALLARAT 3350      | 5337 8444 | 5333 2135 | Level 1, 1220 Sturt Street<br>Ballarat 3350                     |
| Eastern Region                   | Dr Jim Watterston<br>Regional Director    | 2/ 29 Lakeside Drive<br>BURWOOD EAST 3151   | 9881 0200 | 9881 0243 | Level 2, 29 Lakeside Drive<br>Burwood East 3151                 |
| Gippsland Region                 | Ms Michonne Van Rees<br>Regional Director | PO Box 381<br>MOE 3825                      | 5127 0400 | 5126 1933 | Cnr Kirk & Haigh Street<br>Moe 3825                             |
| Goulburn North Eastern Region    | Mr Stephen Brown<br>Regional Director     | PO Box 403<br>BENALLA 3672                  | 5761 2100 | 5762 5039 | Arundel Street<br>Benalla 3672                                  |
| Loddon Campaspe Mallee Region    | Mr Ron Lake<br>Regional Director          | PO Box 442<br>BENDIGO 3552                  | 5440 3111 | 5442 5321 | 37-43 Havlin Street<br>Bendigo East 3550                        |
| Northern Metropolitan Region     | Mr Wayne Craig<br>Regional Director       | Locked Bag 88<br>FAIRFIELD 3078             | 9488 9488 | 9488 9440 | Level 1 582 Heidelberg Road<br>Fairfield 3078                   |
| Southern Metropolitan Region     | Mr Peter Greenwell<br>Regional Director   | PO Box 5<br>DANDENONG 3175                  | 9794 3555 | 9794 3594 | VACC Building 1st Floor<br>33 Princes Highway<br>Dandenong 3175 |
| Western Metropolitan Region      | Mr Rob Blachford<br>Regional Directory    | Level 4, 369 Royal Parade<br>PARKVILLE 3052 | 9291 6500 | 9291 6555 | Level 4, 369 Royal Parade<br>Parkville 3052                     |

### Contact details for Catholic Education Offices 2006

| OFFICE                    | NAME / TITLE   | MAIL ADDRESS  | TELEPHONE | FAX       | SITE ADDRESS  |
|---------------------------|--|---|-----------|-----------|---|
| Melbourne                 | Ms Susan Pascoe<br>Director of Catholic Education                  | PO Box 3<br>EAST MELBOURNE 8002                     | 9267 0228 | 9415 9325 | James Goold House<br>228 Victoria Parade<br>East Melbourne 3002 |
| Ballarat / Main Office    | Mr Larry Burn<br>Director Catholic Diocesan Office                 | PO Box 576<br>BALLARAT 3353                         | 5337 7135 | 5331 5166 | Catholic Education Office<br>5 Lyons Street<br>Ballarat 3353    |
| Sandhurst / Bendigo       | Mr Denis Higgins<br>Director Of Catholic Education Diocese Bendigo | 181 McCrae Street<br>BENDIGO 3550                   | 5443 2377 | 5441 5168 | 181 McCrae Street<br>Bendigo 3550                               |
| Sandhurst / Wangaratta    | Mr Michael Avery<br>Educational Consultant                         | PO Box 1181<br>WANGARATTA 3676                      | 5723 0000 | 5723 0033 | 71 Ryley Street<br>Wangaratta 3677                              |
| Sale / Warragul           | Dr Therese D'Orsa<br>Director of Catholic Education Diocese Sale   | PO Box 322<br>WARRAGUL 3820                         | 5622 6600 | 5623 4258 | 6 Witton Street<br>Warragul 3820                                |
| Melbourne / Southern Area | Ms Tricia Keenan<br>Regional Manager                               | 14 Spring Street<br>HIGHTT 3190                     | 9532 1922 | 9553 5005 | 14 Spring Street<br>Hightt 3190                                 |
| Melbourne / Eastern Area  | Mr Peter Ryan<br>Regional Manager                                  | 39 Hewish Road<br>CROYDON 3136                      | 9724 0200 | 9724 0201 | 39 Hewish Road<br>Croydon 3136                                  |
| Melbourne / Northern Area | Ms Pauline Zappulla<br>Regional Manager                            | Cnr Howard & Rosslyn Streets<br>WEST MELBOURNE 3003 | 9329 8800 | 9326 7443 | Cnr Howard & Rosslyn Streets West Melbourne<br>3003             |
| Melbourne / Western Area  | Mr John Mills<br>Regional Manager                                  | PO Box 4026<br>HOPPERS CROSSING 3029                | 9748 0844 | 9748 5289 | 255-267 Old Geelong Road<br>Hoppers Crossing 3029               |

**The VCAA provides curriculum and assessment for Prep to Year 12.  
It is a statutory body directly responsible to the Minister for Education  
and Training and serves government and non-government schools.**

Published by

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)

Website [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)