



**VICTORIA
INTERNATIONAL
SCHOOL OF
SHARJAH**

This document provides parents with a general overview of the Victorian Essential Standards (VELS), the curriculum documentation used at VISS from Grade 1 to Grade 11. The Victorian curriculum system is based on thirteen years of formal schooling, Prep (5 years of age) to Grade 12. To align grades to age requirements in the UAE the first year at VISS is known as Grade 1 (Victorian Prep), and subsequently the last year at VISS is Grade 13 (Victorian Year 12).

The Victorian Essential Learning Standards (VELS) outline what is important for all students to learn and develop during their time at school from Grade 1 to Grade 11. It provides a set of common standards that are internationally comparable and which the School uses to plan student learning, assess student progress and report to parents.

The VELS aim to prepare young people for a world in which knowledge is highly valued and constantly changing and where work, society, community and personal relationships are subject to increasingly complex pressures.

To be successful, young people need a broad range of knowledge, a range of thinking and problem solving skills and well developed social and personal skills. The VELS provides a framework to help them acquire the necessary knowledge and skills during the compulsory years of education and prepare them for the Victorian Certificate of Education (VCE) and further education or training.

Structure of the VELS

The Victorian Essential Learning Standards are organised into three inter-related areas called 'strands'. The content and skills covered in each of the strands are important to the development of well-rounded and confident young people. Learning that occurs within each strand includes:

PHYSICAL, PERSONAL AND SOCIAL LEARNING



Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

DISCIPLINE-BASED LEARNING



Students learn the knowledge, skills and behaviours in The Arts, English, Humanities, Mathematics, Science and Languages other than English (LOTE). At VISS Arabic is the compulsory LOTE.

INTERDISCIPLINARY LEARNING



Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

School programs

Teaching activities may draw on elements from each of the three strands so that learning becomes more meaningful for students. Particularly from Grades 1 – 7 an integrated focus on knowledge, skills and process in the disciplines across the curriculum helps to develop deep understanding which students can transfer to new and different circumstances. Not all learning areas will appear as separate subjects on the school's timetable. The VELs provide a guide for VISS to design tailor-made programs that consider their students' backgrounds and needs..

To view the specific standards at each level go to the following website
<http://vels.vcaa.vic.edu.au/vels/index.html>

VELS Level 1 – is the first year of formal schooling

Grade 1 at VISS (Victorian Prep - first year of formal schooling)

The Victorian Essential Learning Standards make it easier for schools to create an environment for our youngest students to learn and achieve in their Grade 1 year.

Literacy (English), numeracy (Mathematics), interpersonal development, physical wellbeing and the arts are important curriculum areas to develop and assess in Grade 1. At this level the curriculum domains such as Science, Humanities, Thinking processes and Information Communications Technology are not formally assessed, but are taught through an integrated inquiry approach. This provides a context for specific literacy and numeracy skills linked to these domains and ensures a base knowledge of the domains in preparation for later schooling. Although Personal Learning is not assessed at the level, teachers work with students to develop independence and ownership of their own learning.

The table below shows where standards are set for assessment and reporting in the Grade 1 year as these are the highest priority for learning at this level

Victorian Essential Learning Standards – Grade 1 VISS	
Physical, Personal and Social Learning <ul style="list-style-type: none">• Health and Physical Education• Interpersonal Development	Discipline-based Learning <ul style="list-style-type: none">• The Arts• English• Mathematics

Varied activities and a vibrant classroom are important for a growing child in Grade 1. It is here that students can develop positive attitudes to learning. Understanding what it means to be a good friend, have a good friend and care for and work with others is part of their development.

As students finish Grade 1 they have learnt basic literacy and numeracy skills and mastered simple motor and coordination skills. They have started to learn how to work together in class. They have participated in physical activities building their potential and expressed ideas and feelings in their work in The Arts.

The more children practise their skills, the more confident they become and the more they are likely to enjoy learning. There are opportunities for parents and schools to work together to encourage children's desire to learn, for example parents reading to their children at home and helping them enjoy books.

Standards for Grade 1 in particular areas of learning are illustrated in the following examples.

English

Grade 1 students complete activities in English that focus on learning how to write letters of the alphabet correctly. Students also concentrate on reading, writing, speaking and listening. For example, they start to understand the alphabet and that we read from left to right.

They move from these skills to

- reading simple stories
- writing simple sentences
- writing simple recounts (a few lines) on topics such as family, pets, holidays.

At the same time they

- learn the importance of listening
- develop confidence in sharing stories and contributing ideas
- learn how to ask questions for information
- learn to use simple punctuation such as full stops and capital letters
- self-correct by rephrasing when a statement or question is unclear.

Mathematics

At Grade 1 level in mathematics the standards concentrate on:

- number
- space through shapes, objects and location
- measurement, chance and data
- learning to work mathematically.

Students learn a range of knowledge and vocabulary related to the areas above. They learn to use different shapes of different sizes and understand how to put things side by side, in front or behind, under and over and use ideas such as larger and heavier, using the appropriate vocabulary.

Students show achievement of the standards in a variety of ways including:

- putting items in order of size
- using numbers 0–20
- doing basic addition and subtraction using concrete material

- recognising shapes such as triangles, circles and squares
- sequencing days of the week.

Interpersonal Development

Children develop their interpersonal skills as they interact with other students, teachers and other adults.

The standards describe expectations about how Grade 1 children

- develop friendships
- learn to share and take turns
- identify the qualities of a friend
- respect the rights and feelings of others.

The Arts

In The Arts, Grade 1 students create and make in performing arts (music and dance) and make two-dimensional and three-dimensional visual arts works (for example, drawings and clay models). They

- use a variety of elements such as colour, movement, shape and texture
- work with their voices and materials and equipment such as textiles, puppets and musical instruments
- talk about their own and others' arts works.

Health and Physical Education

Students participate in a range of games and activities and experiences movement with a variety of equipment such as skipping ropes, hoops, bats, balls and bean bags.

They works towards achieving the standards in this area of learning by:

- developing a range of basic motor skills such as jumping, hopping, throwing catching and balancing
- regularly participating in physical activities to promote good health such as briskwalking, active play, swimming, dance and games
- using words to describe her movements and emotional responses to physical
- activities
- following rules in physical activities and sharing equipment safely.

Science

Science is taught but not formally assessed at Level 1(Gr 1). They build up their base knowledge of Science in an integrated way in readiness for Level 3 (Gr 4 & 5). They use their senses to explore the world around them; for example, day and night, the seasons, and living and non-living things. They describe their activities and observations using both general and science-specific language; for example, *hard, soft, long, short, big, small, strong and weak*.

The Humanities

Humanities is taught but not formally assessed at Level 1. They build up their base knowledge of Humanities in an integrated way in readiness for Level 3. They draw on their own experience to help them understand the world around them. Through activities such as developing personal and family timelines, examining photographs and buildings, and visits from community members, they learn about the concepts of time - chronology and sequencing, and change and continuity.

Through reading and listening to narratives, including personal stories, and participating in celebrations students begin to learn about the cultures and histories that have contributed to UAE and Australian society and by seeing and hearing about other places outside their experience they begin to consider how and why other times and places are different from their own.

VELS Level 2- These standards cover the second and third year of formal schooling - Grades 2 and 3 at VISS (Victorian Years 1 & 2)

The basic knowledge and skills learnt in Grade 1 are developed further in Grades 2 and 3 at VISS. As children grow in confidence, their friendships are strengthened, they become more engaged in learning and are able to handle different types of challenging learning experiences.

In Grades 2 and 3, standards for assessment and reporting are set in six areas of learning as shown in the table below. Standards are introduced in Information and Communications Technology (ICT) and Interpersonal Development in these years. At this level the curriculum domains such as Science, Humanities and Thinking Processes are not formally assessed, but are taught through an integrated inquiry approach. This provides a context for specific literacy and numeracy skills linked to these domains and ensures a base knowledge of the domains in

preparation for later schooling. Although Personal Learning is not assessed at the level, teachers work with students to develop independence and ownership of their own learning.

Victorian Essential Learning Standards - Grades 2 and 3 VISS		
Physical, Personal and Social Learning <ul style="list-style-type: none">• Health and Physical Education• Interpersonal Development	Discipline-based Learning <ul style="list-style-type: none">• The Arts• English• Mathematics	Interdisciplinary Learning <ul style="list-style-type: none">• Information and Communications Technology

Student class work continues to focus on literacy (English), numeracy (Mathematics), Health and Physical education and The Arts. They will also have learning experiences in other areas of learning. Student understanding of the world around them is further increased as they continue to be introduced to events, people, and ideas from science, history and geography.

In Grades 2 and 3 children develop and take more control of their own learning, work with their peers and develop physical skills. They also become more aware of the world outside the school.

Standards in Grades 2 and 3 in particular areas of learning are illustrated in the following examples.

English

As students work towards the achievement of standards they spend more time reading and begin to do so independently.

In doing this they achieve the standards by:

- reading a range of books from story books to non-fiction titles
- starting to read poetry
- matching sounds accurately to a range of letters, letter clusters and patterns
- writing more complex recounts and narratives and beginning to edit writing
- retelling ideas in sequence using vocabulary and phrases
- predicting plausible endings for stories and inferring characters' feelings
- developing a clearer understanding of words and their use.

Students also continue to share ideas with classmates and family, understand the need to keep checking spelling and develop confidence in group discussion.

Mathematics

Students continue to build on and expand their knowledge of mathematics. They develop a better understanding of measurement by using common items and measures such as money, length, time and temperature, both in the classroom and at home.

Numbers continue to be a focus and students learn skills such as how to count in 2s and 4s, and count to 1000 by 1s, 10s and 100s by the end of Grade 3. Activities often involve simple multiplication, division and the relationship of these to addition and subtraction, using concrete material. Students are encouraged to enter and read numbers on a calculator. They do mental arithmetic to 10 and also check estimations and simple number sentences and equations with a calculator.

The Arts and Interpersonal Development

Students work with friends in arts disciplines, for example art, dance, drama, media and music. Drama activities may include those that use mime and masks to tell stories about real and imagined characters.

As students work towards achieving the standards in the arts they develop their abilities to:

- express ideas through performing and visual arts works
- use different materials, equipment and technologies
- make decisions with others.

Students may join music ensembles, prepare group dances and explore works from different cultures.

Health and Physical Education

Learning is not restricted to the classroom. Young people take part in a range of activities such as ball games, team games and swimming, which encourages confidence in physical activity.

Clear standards mean that they complete safe activities in which they learn:

- basic motor skills
- how to change speed and direction
- about safe use of equipment and rules of games

- about the relationship between physical activity and health.

Information, Communication and Technology (ICT)

Students use ICT to help acquire new knowledge and skills in all areas of learning and to present their understandings. In Mathematics, for example, students use ICT to construct and combine different two-dimensional shapes such as rectangles and triangles. Using ICT functions they copy and flip these shapes horizontally and vertically and fill them with colours to show original and transformed shapes together.

Students also access a multimedia resource such as a website, or CD-ROM to presents his understandings in a slide.

They meets the standards by

- manipulating text and images
- saving and naming a file
- creating and formatting a product
- using ICT to locate information.

Science

Although Science is not formally assessed at Level 2 (Grade 2 & 3), students work towards the achievement of Level 2 standards in Science, they observe and describe phenomena; for example, properties of natural and manufactured materials, life cycles, magnets in action, mirrors and seeing around corners, and light and sound from batteries. Students expand their simple scientific vocabulary by using words and terms for concepts such as *temperature, life cycles, light and reflection, sound, magnetism and fair testing*.

The Humanities

Although Humanties is not formally assessed at Level 2, as students work towards the achievement of Level 3 standards in the Humanities, they develop their understanding of the concepts of time - chronology and sequencing, and change and continuity - through a study of changes in the local community over time. By comparing the experiences and artifacts of their daily lives with those of their parents, grandparents and other community members, students reflect on how life at home and in the community has changed.

Students develop their awareness of spatial concepts and use terms that demonstrate an understanding of absolute and relative locations.

Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability.

VELS Level 3 - These standards cover the fourth and fifth year of formal schooling Grades 4 and 5 at VISS (Victorian Years 3 and 4)

In Grade 4 and 5 at VISS children develop a deeper understanding of the relationships between school, home and the community. They are becoming more capable of concentrating on tasks for longer periods of time. Children are encouraged to be confident in discussing ideas, expressing opinions and listening to others at home and in the classroom. They understand that they need to work with others and be part of their class and school.

In Grades 4 and 5 standards are set in twelve areas of learning. At this level the curriculum domains such as Science, Humanities, Health, Information Communications Technology, Thinking Process are taught and assessed, through and integrated inquiry approach. This provides a context for specific literacy and numeracy skills linked to these domains. The table below shows areas in which standards are set for assessment and reporting in these years.

Victorian Essential Learning Standards – Grades 4 and 5 VISS		
Physical, Personal and Social Learning <ul style="list-style-type: none"> • Health and Physical Education • Interpersonal Development • Personal Learning • Civics and Citizenship 	Discipline-based Learning <ul style="list-style-type: none"> • The Arts • English • The Humanities • Mathematics • Science 	Interdisciplinary Learning <ul style="list-style-type: none"> • Design, Creativity and Technology • Information and Communications Technology • Thinking Processes

Children broaden their knowledge and show interest in a wide range of events and people around them. Standards are introduced in additional areas such as personal learning, thinking processes, the humanities, science, civics and citizenship, and design, creativity and technology. Students may also have learning experiences from other areas of learning such as languages other than English. Students also continue to build on the knowledge and skills developed in earlier years.

Standards in Grades 4 and 5 in particular areas of learning are illustrated in the following examples.

English

English skills are practised across all areas of learning and include

- responding to a range of material including imaginative stories and informative texts
- expanding vocabulary as understanding of stories and informative texts increases
- strategies to locate, select and record using key information from texts
- expressing and backing up opinions with facts and evidence
- understanding how to structure sentences and use a range of punctuation, for example exclamation marks and quotation marks
- Producing more complex writing in a range of genres.

Mathematics

Standards in mathematics in these years include

- recognising and naming common three dimensional shapes such as spheres, prisms and pyramids; locating and identifying places on maps and diagrams
- estimating and measuring length, area, volume, capacity, mass and time using appropriate instruments; comparing likelihood of everyday events
- developing fraction notation and comparing simple common fractions such as $\frac{3}{4} > \frac{2}{3}$ using physical models
- skip counting forwards and backwards, from various starting points using multiples of 2, 3, 4, 5, 10 and 100
- solving number problems of addition and subtraction involving numbers up to 999
- refining multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, 5×100 , 5×70)
- applying mental and written number skills to everyday contexts such as shopping.

Information and Communications Technology and Personal Learning

By the end of Grade 5 children have built up skills in Information and Communications Technology (ICT).

Standards include being able to

- create an electronic folder

- use email confidently
- use recommended search engines.

Children are encouraged to evaluate the information they receive electronically and reflect on its usefulness.

The Humanities

In the Humanities students become more aware of the diverse range of people, cultures, nationalities and religions that make up their own school, community and the broader society. They develop a basic understanding of how different governments work and where laws and rules fit. They describe symbols and explain events of special significance to their background, their community of UAE such as UAE National Day and Australian life in general such as Anzac Day.

The Arts

Learning in The Arts can involve an arts discipline (for example, visual arts), or a combination of arts disciplines (for example, dance and music). All students will be assessed against standards in both the performing and visual arts.

Science and Design Creativity and Technology

In Grades 4 and 5, Science becomes a clear part of the learning program. Students develop knowledge and skills that enable them to achieve the standards.

Examples of standards in Science include

- exploring the structure of plants and animals
- investigating with others and reporting on experiments such as changes in substances
- learning how to classify things such as animals, sea creatures
- examining forms of energy in everyday life
- considering how people influence their environment.

In Design, Creativity and Technology, students also learn how to investigate simple technological systems, design and put different items together to make a product, such as a pulley arrangement to lift a weight. Students meet the standards by

- drawing and labelling design ideas

- planning how to make a product
- safely making products using tools and equipment
- testing and evaluating the product.

National Assessment Program - Literacy And Numeracy (NAPLAN)

In VISS Grade 4 (Victorian Year 3) students participate in the national NAPLAN tests in Reading, Writing, Language Conventions and Numeracy. These national tests provide information on how students are progressing, support improvements in teaching and learning, and provides a framework to compare student performance around Australia.

VELS Level 4 – Grades 6 and 7 at VISS (Years 5 and 6 in Victoria)

Students at VISS move into the Middle school in Grades 6 and 7 and all learning areas have standards. The table below shows areas in which standards are set for assessment and reporting in these years. Standards continue to be set in all these areas until the end of Grade 11. The primary and secondary years of a student’s education are linked through the Victorian Essential Learning Standards in this way. Primary and secondary schools are working together with a common curriculum framework.

Victorian Essential Learning Standards - Grades 6 and 7 VISS		
Physical, Personal and Social Learning <ul style="list-style-type: none"> • Health and Physical Education • Interpersonal Development • Personal Learning • Civics and Citizenship 	Discipline-based Learning <ul style="list-style-type: none"> • The Arts • English • The Humanities – Economics • The Humanities – Geography • The Humanities – History • Languages Other Than English • Mathematics • Science 	Interdisciplinary Learning <ul style="list-style-type: none"> • Communication • Design, Creativity and Technology • Information and Communications Technology • Thinking Processes

This is a time when schools provide many opportunities for students to take responsibility for their learning and also to demonstrate their individual talents.

Children do not all achieve the same standard at the same time; some will find parts of their learning program more challenging than others. Teachers and parents can use the standards to help children achieve by working together to develop the most appropriate learning approaches.

Standards in Grades 6 and 7 in particular areas of learning are illustrated in the following examples.

English

In Years 6 and 7 at VISS children read a wide variety of texts which include stories, novels and poems. Their ability to understand other materials develops as their English skills strengthen. They read tables, use diagrams and analyse computer based information.

The writing and speaking skills being demonstrated in projects, research and stories indicate that students are becoming more complex thinkers and are consolidating their learning in relation to texts and language. Their English skills are used to present ideas and information in visual presentations and to edit, correct and speak about work, demonstrating standards achieved in other areas of learning.

By the end of Grade 7 they demonstrate that they can

- use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes.
- identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions.

Mathematics

Mathematics becomes more challenging and the standards indicate that students are expected to

- describe and calculate using fractions, decimals, simple ratios and percentages
- understand and apply the ideas of size, scale and direction with coordinates and bearings to describe relative location and objects in maps

- represent different discrete and continuous data types using appropriate displays (for example, a pie chart for eye colour data) and calculate averages
- use words and symbols to form simple algebraic expressions and equations and manipulate and solve them
- construct and use rules for simple sequences
- use calculators including the memory function to solve set problems and in everyday situations.

The Humanities

Students learn about Australia: its history, geography, economy, government, traditions and cultures. They also learn about other countries in the Asia–Pacific region.

By the end of Year 6 students:

- understand the importance of freedom of speech
- understand countries such as Australia and UAE have developed and how the many cultures in all countries contribute to our global identity
- use atlases and street directories to describe location of places
- practise ways of caring for the environment
- participate in community activities
- learn about the need to be an informed consumer.

Communication

The communication area of learning assists students to understand that language and thinking differs from subject to subject. The knowledge and skills in this area supports students to convey information and understanding in other areas of the Standards.

National Assessment Program - Literacy And Numeracy (NAPLAN)

In Grade 6 at VISS (Victorian Year 5) students participate in the national NAPLAN tests in Reading, Writing, Language Conventions and Numeracy. These national tests provide information on how students are progressing, support improvements in teaching and learning, and provides a framework to compare student performance around Australia.

VELS Level 5 – Grades 8 and 9 at VISS (Victorian Years 7 and 8)

In Grades 8 and 9 at VISS all learning areas have standards. These are the same learning areas as in Grades 6 and 7. The table below shows the areas in which standards are set for assessment and reporting in these years.

Victorian Essential Learning Standards - Grades 8 and 9 VISS		
Physical, Personal and Social Learning	Discipline-based Learning	Interdisciplinary Learning
<ul style="list-style-type: none">• Health and Physical Education• Interpersonal Development• Personal Learning• Civics and Citizenship	<ul style="list-style-type: none">• The Arts• English• The Humanities – Economics• The Humanities – Geography• The Humanities – History• Languages Other Than English• Mathematics• Science	<ul style="list-style-type: none">• Communication• Design, Creativity and Technology• Information and Communications Technology• Thinking Processes

Young people are now becoming more mature. The move to secondary school is often linked to a stronger sense of identity. Their approach to learning is more often linked to what they consider as important for their own personal goals. Parents can help their children think about what it means to be in this new environment and support them as they meet new challenges.

Standards in Grades 8 and 9 in particular areas of learning are illustrated in the following examples.

English

The standards required in English include:

- writing an argument and defining a personal position
- using correct spelling, grammar and punctuation
- critically evaluating the spoken language of others, asking clarifying questions and identifying important ideas while listening to other people
- responding to a variety of texts that explore familiar as well as more challenging themes and issues.

The knowledge, skills and behaviour developed in the English and Communication standards are used in other areas of learning, for example in oral presentations and debates in science and history.

Mathematics

The standards required in mathematics include:

- using knowledge of perfect squares when calculating and estimating squares and square roots of numbers
- constructing two-dimensional and simple three-dimensional shapes according to specifications
- calculating the surface area and volume of prisms and cylinders
- solving simple equations using tables, graphs and inverse operations.

The Humanities and Personal Learning

In history, concepts of change and continuity are developed. Standards focus on the analysis of key events in ancient and medieval times, including:

- features of community life
- how societies were ruled and by whom
- strengths and weaknesses of sources of historical information.

Similarly, in geography, studies of the Asia–Pacific and UAE region increase students' knowledge of location, economics and social and cultural characteristics of communities and countries.

Students undertake integrated projects with a focus on, for example, sporting occasions or natural disasters and consolidate their knowledge of a range of areas of learning to make connections between them.

These studies assist students to:

- develop research and develop their thinking skills
- test developing opinions.

Students develop and implement plans to complete activities within short-term and longterm timelines. They describe their progress and achievements, suggesting how learning may have been improved. Students also develop learning styles that meet their personal needs.

National Assessment Program - Literacy And Numeracy (NAPLAN)

In Grade 8 at VISS (Victorian Year 7) students participate in the national NAPLAN tests in Reading, Writing, Language Conventions and Numeracy. These national tests provide information on how students are progressing, support improvements in teaching and learning, and provides a framework to compare student performance around Australia

VELS Level 6 – Grades 10 and 11 at VISS (Victorian Years 9 and 10)

By Grade 10 and 11 at VISS young people begin to focus more clearly on areas of particular interest to them and have some thoughts about where they may be heading after they finish school. This often involves testing ideas and getting a taste of the world outside the classroom. Students can have very busy lives.

In Grade 10 and 11 all learning areas have standards. These are the same areas of learning as in Years 6 to 9. The table below shows areas in which standards are set for assessment and reporting in these years.

Victorian Essential Learning Standards - Grades 10 and 11 VISS		
<p>Physical, Personal and Social Learning</p> <ul style="list-style-type: none"> • Health and Physical Education • Interpersonal Development • Personal Learning • Civics and Citizenship 	<p>Discipline-based Learning</p> <ul style="list-style-type: none"> • The Arts • English • The Humanities – Economics • The Humanities – Geography • The Humanities – History • Languages Other Than English • Mathematics • Science 	<p>Interdisciplinary Learning</p> <ul style="list-style-type: none"> • Communication • Design, Creativity and Technology • Information and Communications Technology • Thinking Processes

Young people start planning their directions for the final years of school. It is also a time when they concentrate on areas of learning where they know they are doing well. They focus on

making sure that a number of areas of learning are well established as they weigh up their pathway options into Grades 12 and 13 or the world of work.

These years are also about the balance of school, home, part-time work, sport and/or community activities, friendships and plans. By the end of Grade 11, students are clearer about the pathway they wish to take in the VCE . They move into the senior secondary stages of schooling confident that they have the range of skills required for success.

Standards in Grades 10 and 11 in particular areas of learning are illustrated in the following examples.

English

In English the standards are achieved through:

- reading and analysing classical and contemporary texts that explore issues of personal and social significance
- writing about complex ideas, themes and issues using accurate punctuation, a range of sentence structures and effective language techniques
- effectively using the features of spoken language to deal with complex subject matter in a range of situations.

Mathematics

Mathematical skills are refined and include:

- mental, written and technology assisted computation with natural, integer, rational and irrational numbers
- applying functions, algebra and graphs to model situations and solve problems
- using technology for sophisticated computations and constructions in day-to-day work
- calculate and interpret summary statistics for samples from a population.

National Assessment Program - Literacy And Numeracy (NAPLAN)

In Grade 10 at VISS (Victorian Year 9) students participate in the national NAPLAN tests in Reading, Writing, Language Conventions and Numeracy. These national tests provide

information on how students are progressing, support improvements in teaching and learning, and provides a framework to compare student performance around Australia.

This information is based on the Victorian “Parent booklet – Important information for parents about student learning and standards” adapted to the VISS context - Victorian Curriculum and Assessment Authority