

Leaders Forum

March 2016



Government
of South Australia

SACE | South Australian
Board of SA Certificate of Education

Agenda

8:30 am	Coffee and registration
9:00 am	Welcome and introduction
9:05 am	Session 1: Reflections on the first five years of the new SACE
9:30 am	Table discussion
9:40 am	Session 2: Strategic directions for the next five years: Promoting quality and equity
10:45 am	Morning tea
	Session 2: presentation and table discussion continued
12:00 pm	Session 3: SACE E-Assessment
	Table discussion
12:20 pm	Session 4: Integration of the Australian Curriculum and Subject Renewal
	Table discussion
12:40 pm	Close

Reflections on 2015

14,668

SA students achieved the SACE

96%

Proportion of SA students achieved the SACE

920

Students who achieved at least one merit

5989

Students completed their SACE with a VET component

295

Aboriginal students completed their SACE

219

Students completed at least one modified subject

86.7%

Grades confirmed at moderation

Accreditation of new subjects



Electronic submission of results



The progressive establishment of the IEA



Five years of the 'new' SACE



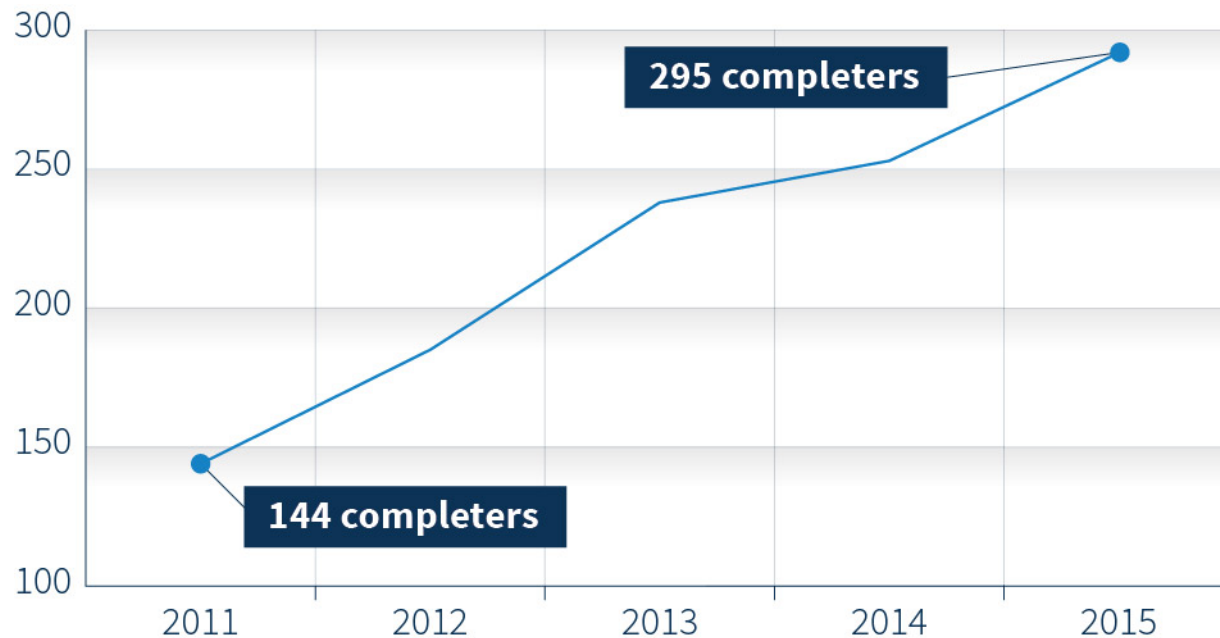
Government
of South Australia

SACE | South Australian
Board of SA Certificate of Education

Student success: 5 years of the new SACE

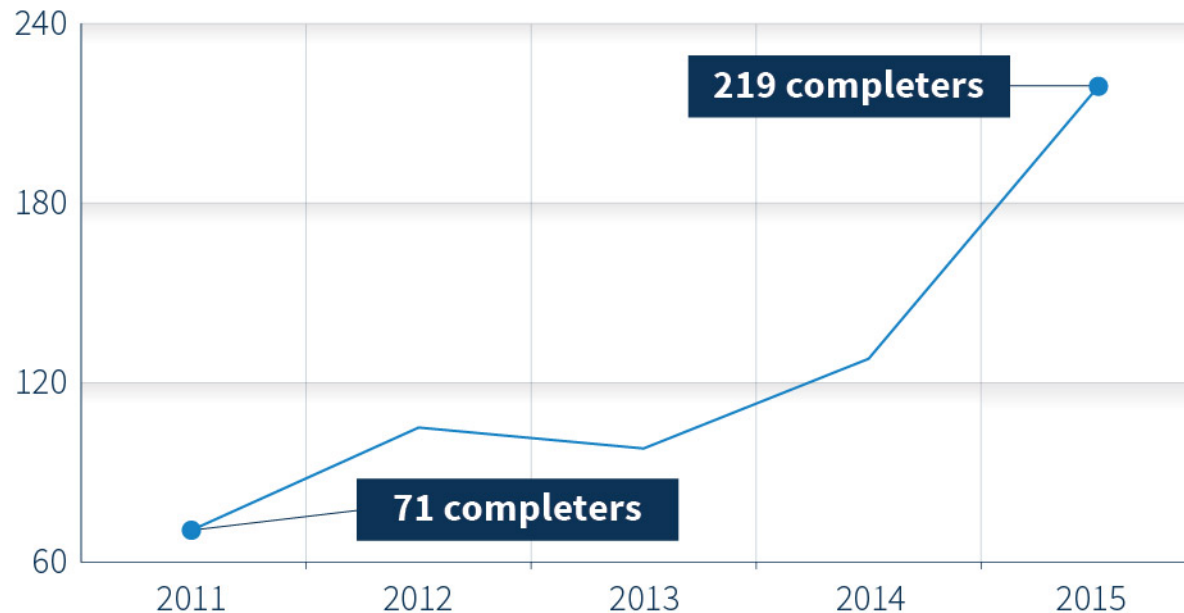


Student success: 5 years of the new SACE



Aboriginal Education Strategy:
Number of Aboriginal students in South Australia completing the SACE
[2011–2015]

Student success: 5 years of the new SACE

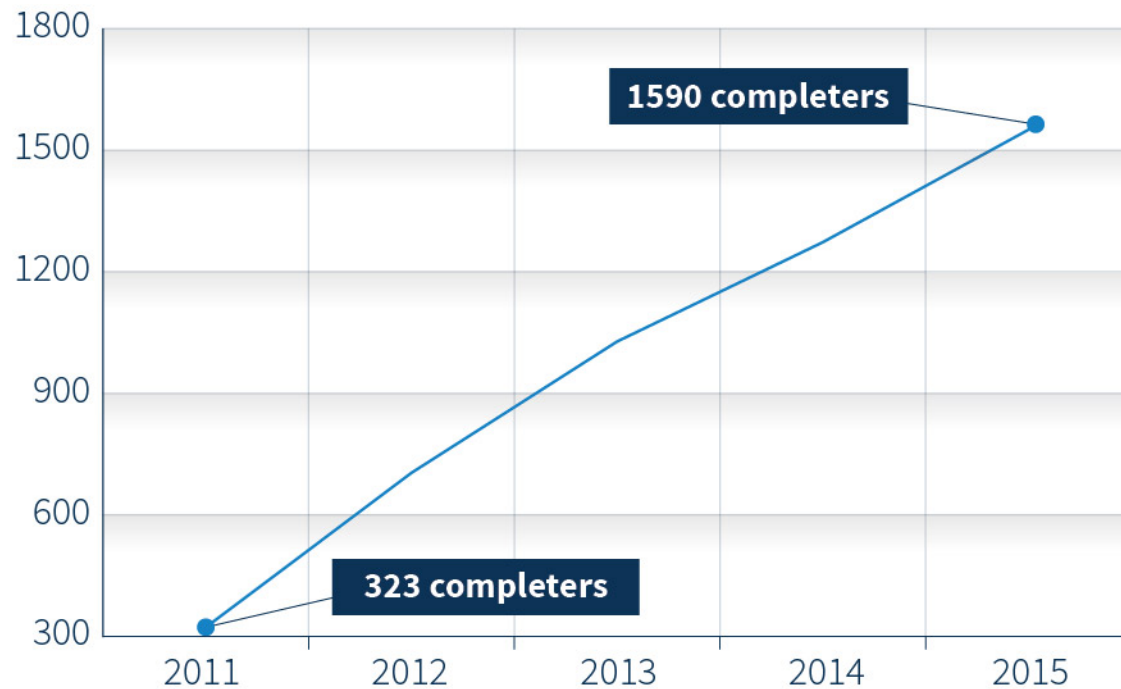


Modified Subjects:

Number of students completing the SACE with at least one modified subject at Stage 1 or Stage 2

[2011–2015]

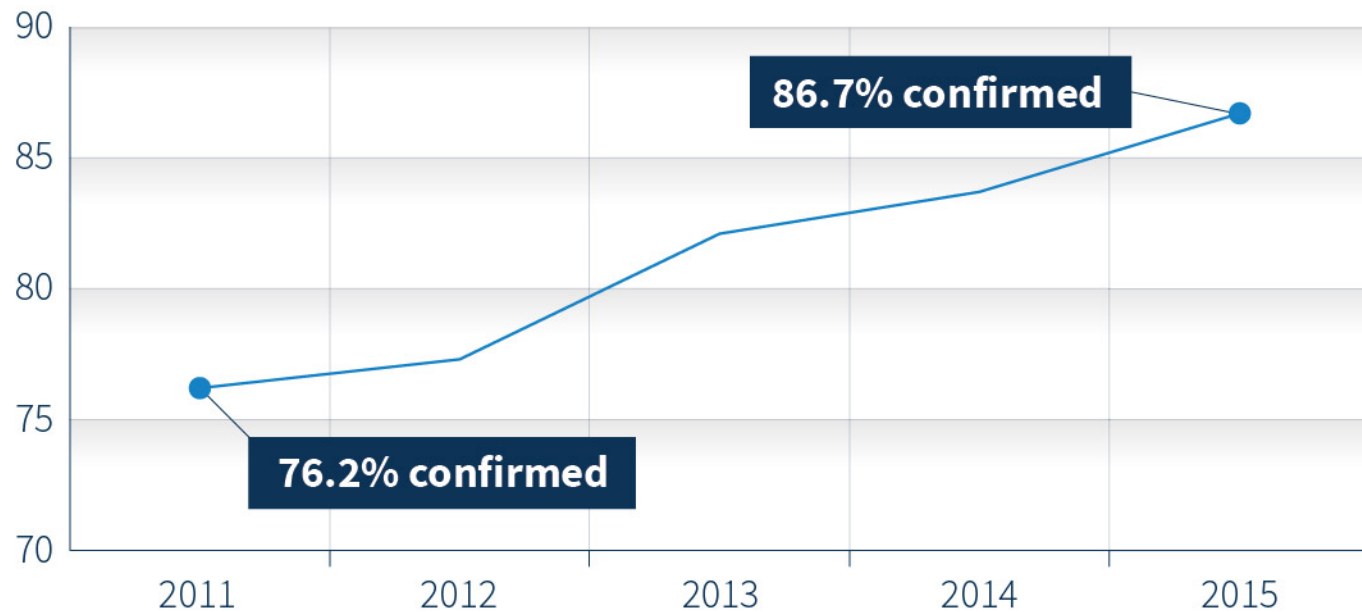
Student success: 5 years of the new SACE



Vocational education and training:

Number of South Australian students who completed the SACE as well as a VET Certificate III [2011–2015]

Student success: 5 years of the new SACE



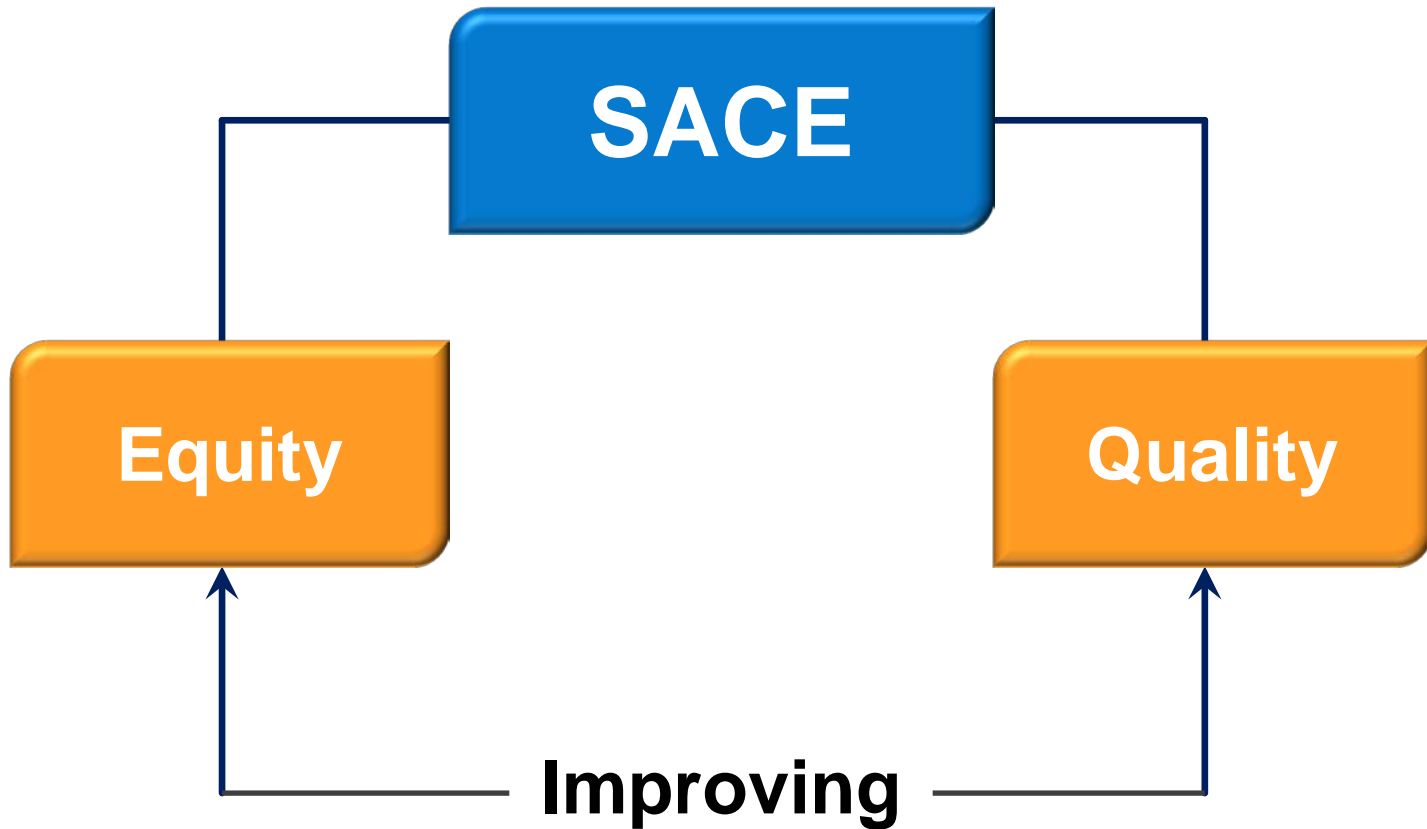
Moderation outcomes:
Proportion of South Australian Stage 2 school assessment component grades confirmed at moderation **[2011–2015]**

1. What factors and/or actions are contributing to these positive trends?
2. What strategies are working effectively in your school to support student success through the SACE?

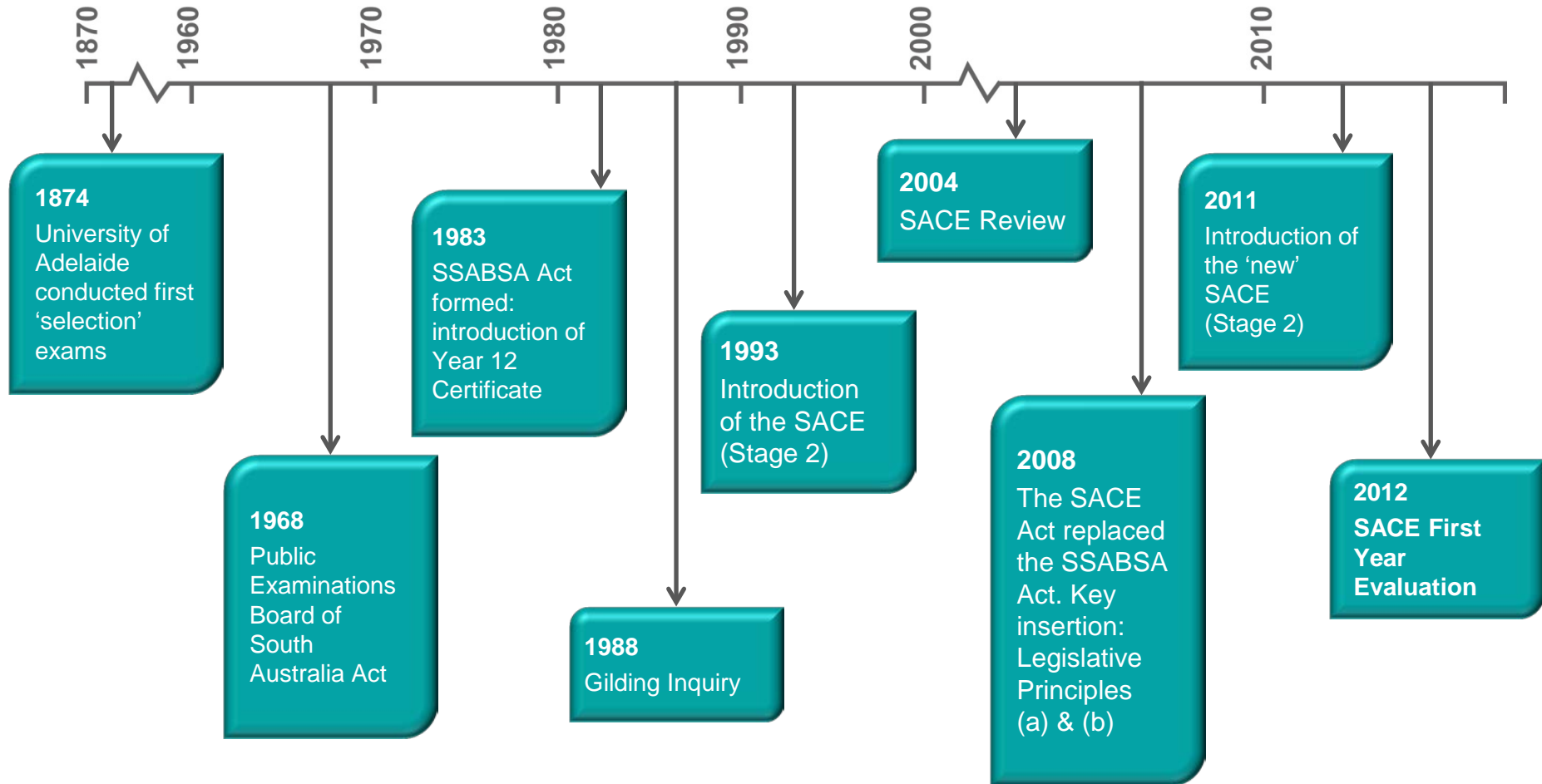
‘Re’conceptualising & Strengthening the SACE for the next 5 years



2016-2020



‘Concert’ and / or ‘Conflict’



The SACE is...

Preparation for life, learning and work



Equity: giving each person what he/she needs to be successful

Is literate and numerate – compulsory literacy/ numeracy requirements

Can demonstrate depth of understanding and can meet high academic standards – 60 credits of Stage 2 at C-/better

Has undertaken a breadth of learning in a range of places – minimum 200 credits

Has contemplated the world/career options/strengths/ learning goals – the PLP

Has developed the Capabilities to participate fully as an informed citizen in communities, the economy and society

Can bring learning together from a range of disciplines; can manage the learning process; can evaluate findings – the Research Project

Certification – you have met the requirements → you are prepared for the complexity of life, learning and work



International trends

A chance to take a more global view



SACE vs. VCE

SACE

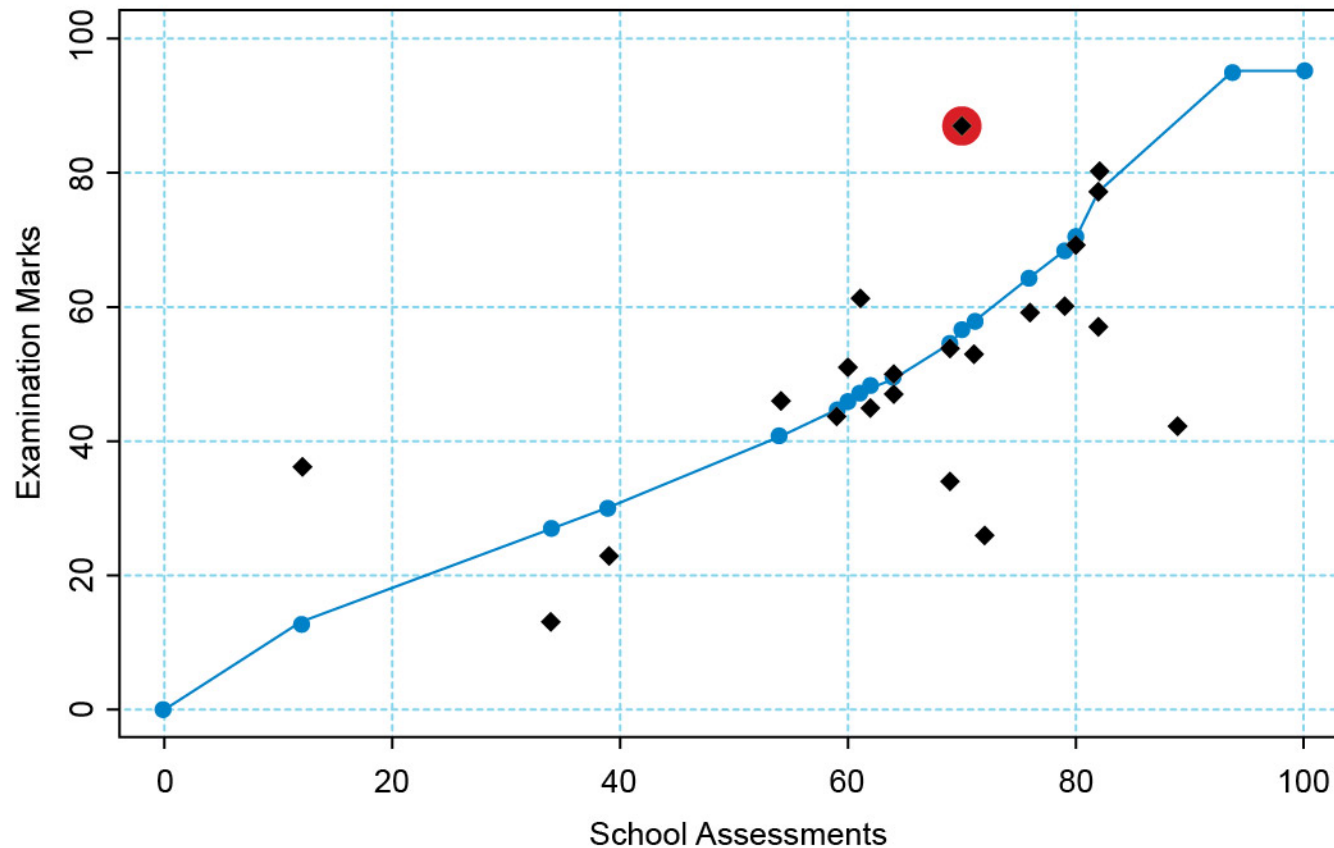
- 200 credits
- Compulsory literacy/numeracy
- 60 credits at Stage 2 (C- min)
- Compulsory Research Project (C- min)
- Compulsory PLP (C min)
- All grades/work submitted to the Board – moderated/marked
- 70% school assessment; 30% external assessment

VCE

- 16 units completed Satisfactorily
- Teachers' professional judgement determines satisfactory achievement
- Compulsory English at Year 12
- At least 3 other Year 12 subjects
- 4 school tasks per subject
- External assessment for student to receive a Study Score/ATAR – statistical moderation
- Three levels of VCAL

Assignment of Marks

Original Points with Moderation Line



Assessment and QA in the SACE

1. There will be clearly defined performance standards.
2. School assessment and external assessment grades will be confirmed in their own right and combined using a weighting of 70:30 – one will not be used to moderate the other.
3. Teachers (and students) will be supported to clearly understand subject learning requirements and performance standards, and to apply those standards consistently.
4. There will be a robust and comprehensive QA system that supports and assists teachers to carry out their role consistently and confidently.

SACE vs. IB Diploma

SACE

- 200 credits
- Compulsory literacy / numeracy
- 60 credits at Stage 2 (C- min)
- Capabilities
 - Compulsory Research Project (C- min)
 - Compulsory PLP (C min)
- All grades / work submitted to the Board – moderated / marked
- 70% school assessment; 30% external assessment

IB Diploma

- 6 subjects at Stage 2 – one subject from each of the 6 subject groups
- 3 Higher level; 3 Standard level
- Plus “Core”, which includes:
 - CAS – creativity, activity, service
 - Theory of knowledge
 - Extended essay
- Subjects resulted from 1 to 7 (plus 3 for “Core”)
- Satisfactory = 24 points or higher

SACE vs. IB Career-related Program

SACE	IB CP
<ul style="list-style-type: none">▪ 200 credits▪ Compulsory literacy/numeracy▪ 60 credits at Stage 2 (C- min)▪ Capabilities<ul style="list-style-type: none">• Compulsory Research Project (C- min)• Compulsory PLP (C min)▪ All grades/work submitted to the Board – moderated/marked▪ 70% school assessment; 30% external assessment	<ul style="list-style-type: none">▪ At least 2 DP subjects / any groups▪ Plus “Core”, which includes:<ul style="list-style-type: none">• Personal and professional skills (ie. in the workplace)• Service learning (ie. in the community)• Reflective project (identify, analyse, critically discuss and evaluate an ethical issue)• Language Development (ie. improve proficiency in AL)▪ DP subjects resulted from 1 to 7▪ Core assessed by school – Project graded from A to E and moderated by IBO

SACE vs. Canadian Pre-U, A-Levels and App/ADTP

SACE	Canadian Pre-U qualification	A-Levels International Program	APP/ADTP*
<ul style="list-style-type: none"> 200 credits Compulsory literacy / numeracy 60 credits at Stage 2 (C- min) Capabilities Compulsory Research Project (C- min) Compulsory PLP (C min) All grades/work submitted to the Board – moderated / marked 70% school assessment; 30% external assessment 	<ul style="list-style-type: none"> 6 subjects, each semester length 2 semesters of Maths = 2 subjects Completed over two semesters (3 subjects per semester – 110 hours per subject) 70% school assessment; 30% external assessment Two external assessment cycles per year Compulsory Literacy test 	<ul style="list-style-type: none"> Examinations twice / yr Three subjects minimum More than 50 subjects, from a range of exam boards Grade / subject Grades benchmarked internationally University entrance based on subject grades / pre requisites 	<ul style="list-style-type: none"> Placement and/or credit at university No qualification awarded outside of USA and Canada - reduces time and money Some SACE subjects are AP subjects: <ul style="list-style-type: none"> Specialist Mathematics Mathematical Studies (Methods) Physics Chemistry Accounting Economics

SACE vs. Cambridge PU and AQA Baccalaureate Program

SACE	Cambridge PU	AQA Baccalaureate Program
<ul style="list-style-type: none"> 200 credits Compulsory literacy / numeracy 60 credits at Stage 2 (C- min) Capabilities Compulsory Research Project (C- min) Compulsory PLP (C min) All grades / work submitted to the Board – moderated / marked 70% school assessment; 30% external assessment 	<ul style="list-style-type: none"> 3 A level subjects Cambridge pre university global perspectives and Independent Research 	<ul style="list-style-type: none"> 3 A-levels subjects (a student's main subject choices) independent learning through the Extended Project Qualification (EPQ) skills development through Enrichment activities: work related learning, community participation and personal development breadth through an AS level that differs from a student's main programme of study, or Level 3 Core Maths

IB Diploma	Singapore–Cambridge GCE A-Level Curriculum	Cambridge PU
<ul style="list-style-type: none"> 6 subjects at Stage 2 – one subject from each of the 6 subject groups Plus “Core”, which includes: <ul style="list-style-type: none"> CAS – creativity, activity, service Theory of knowledge Extended essay Subjects resulted from 1 to 7 (plus 3 for “Core”) Satisfactory = 24 points or higher 	<ul style="list-style-type: none"> Life Skills: Co-curricula, character development, pastoral care. Knowledge Skills: General Paper; Project Work; Knowledge and Inquiry Minimum of 3 A-level subjects 	<ul style="list-style-type: none"> 3 A level subjects Cambridge pre university global perspectives and Independent Research
AQA Baccalaureate Program	SACE	IB CP
<ul style="list-style-type: none"> 3 A-levels subjects (a student's main subject choices) Independent learning through the Extended Project Qualification (EPQ) Skills development through Enrichment activities: work related learning, community participation and personal development Breadth through an AS level that differs from a student's main programme of study, or Level 3 Core Maths 	<ul style="list-style-type: none"> 200 credits Compulsory literacy / numeracy 60 credits at Stage 2 (C- min) Capabilities <ul style="list-style-type: none"> Compulsory Research Project (C- min) Compulsory PLP (C min) All grades / work submitted to the Board – moderated / marked 70% school assessment; 30% external assessment 	<ul style="list-style-type: none"> At least 2 DP subjects / any groups Plus “Core”, which includes: <ul style="list-style-type: none"> Personal and professional skills (ie. in the workplace) Service learning (ie. in the community) Reflective project (identify, analyse, critically discuss and evaluate an ethical issue) Language Development (ie. improve proficiency in AL) DP subjects resulted from 1 to 7 Core assessed by school – Project graded from A to E and moderated by IBO

**Subject learning is essential...
but not sufficient for success at university, work or life...**

1. What do you think about this?
2. What opportunities does this trend create?
3. What challenges does this trend create?

Strengthening Equity and Quality in the SACE – the next 5 years



An organisation's strategy is its integrated set of choices which positions the organisation to maximise its performance over the longer term



We have three strategic objectives:

1. Increase the number of students completing the SACE
2. Promote quality curriculum, teaching, learning, and assessment
3. Provide economic benefit to the state

An organisation's strategy is its integrated set of choices which positions the organisation to maximise its performance over the longer term



We have three strategic objectives



Then seven Strategic Priorities to help us achieve these objectives:

1. **Electronic Assessment** – introduce electronic assessment for marking, moderating, and examinations
2. **Results Delivery** – continue to ensure the accurate and timely delivery of end-of-year results
3. **SACE International** – strengthen the international profile, to enhance SACE reputation and contribute to the state's economy
4. **Institute of Educational Assessors** – contribute to a high-quality teaching workforce through the IEA
5. **Subject Renewal** – renew SACE subjects to ensure they suitably prepare young people for work, life, and further learning
6. **SACE Reputation** – communicate to stakeholders and the community on the SACE as a world-class qualification
7. **Sustainability** – strengthen the SACE Board's financial position to ensure sustainability and build capacity for innovation

'Re'–Conceptualising the SACE



Equity:
increasing
the number
of SACE
completers

Quality:
ensuring that
the SACE
empowers
young
people to
shape the
world

Strengthening 'equity'

If the SACE 'certifies' that a young person is prepared for life, learning and work, then 'success for all' is a mandate.

What must we do over the next five years to continue to strengthen equity in the SACE?

- School level strategies?
- System level strategies?

Curriculum imperatives

Capabilities • Global perspectives

Global curriculum priorities:

Open mindedness, deep understanding, ethical awareness, cultural understanding, effective communication, team work and international outlook.

Issue: Global curriculum imperatives need to be understood, especially during consultation on subject renewal.

Issue: The learning that the Research Project represents (and certifies) is essential – an ‘entitlement’ for every student.

Assessment and quality assurance that: are reliable and valid; and capture evidence of learning in new ways

Issue: SACE Review

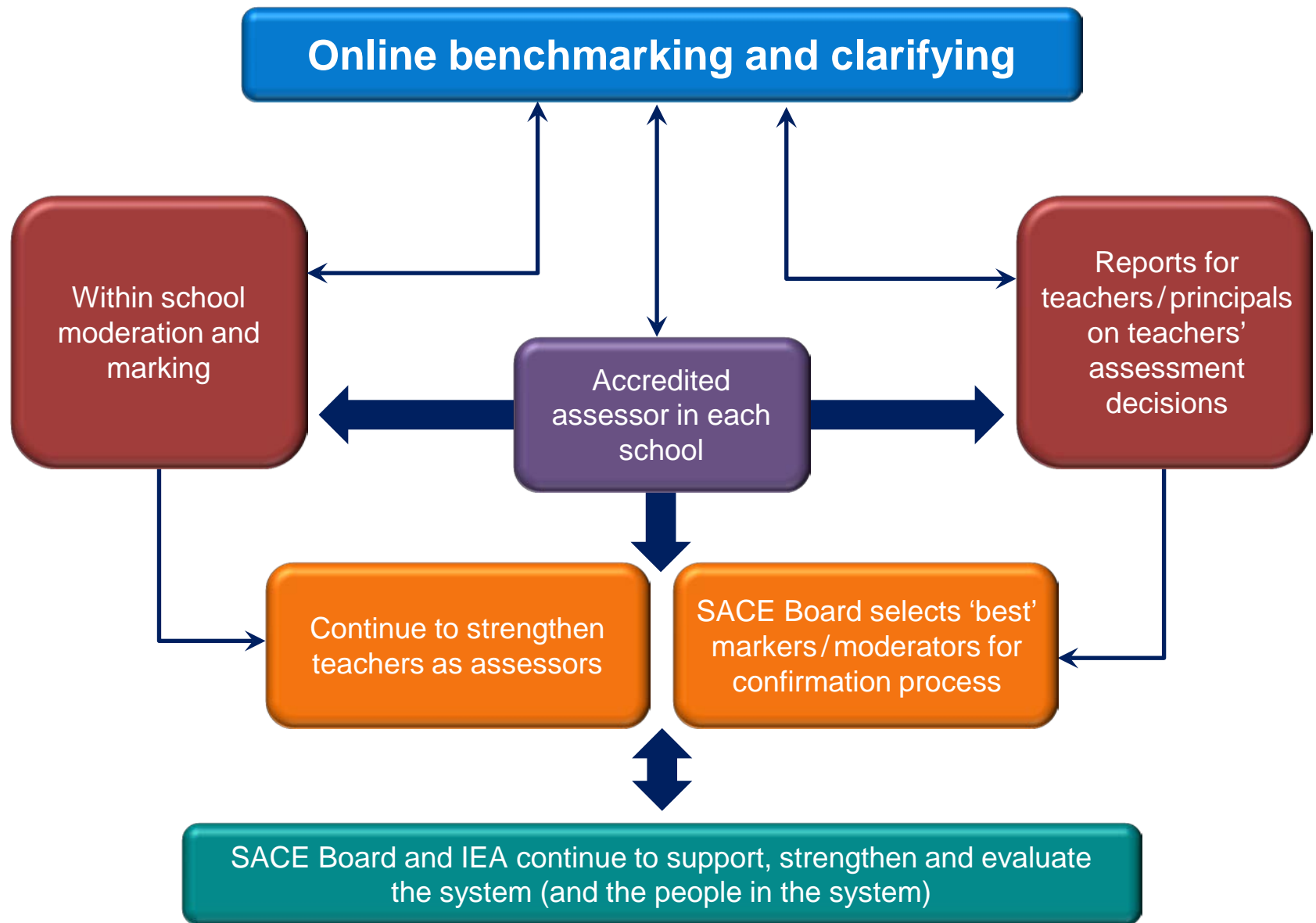
– Development, research and trialling take place in relation to the use of e-assessment as an integral component of the new SACE...

Issue: SACE Review

– increasingly it is being recognised that quality assurance is not merely 'inspecting at the end'. QA processes should be in place through all stages of the assessment process...

Issue: SACE Review

– the Panel has explored also the concept of Accredited Assessors as a significant component of the QA system for the new SACE...



What are the key factors and/or elements that will help us to continue to support, strengthen and evaluate the assessment and QA system, and the people in the system?

SACE

E-ASSESSMENT



Government
of South Australia

SACE | South Australian
Board of SA Certificate of Education

Focus of Presentation

- Outline current state of SACE operations
- Describe the key elements of the SACE E-Assessment Program
- Describe the benefits, considerations and challenges
- Describe our proposed approach and schedule
- Outline project status and our next steps

SACE Operations

Where are we now?

- 36 IT systems
- 3 external facing
 - Schools Online
 - Students Online
 - Website
- Increased to 8,000 users of Schools Online
- Enhanced user authentication and security for Schools Online
- All schools results submitted electronically
- All school data delivered electronically
- Outsourced the Printing of SACE Results
- Stable and robust systems with very few production issues
- Key assessment processes predominantly paper-based

SACE Operations

Current State

- Over 41,000 Stage 1 (Year 11) students and over 17,000 Stage 2 (Year 12) students
- We offer over 110 subjects at Stage 2
- Two assessment cycles June and December
- We process over 428,000 enrolments
- Schools pack and send 12,000 white bags for moderation
- Schools pack and send over 42,000 student investigations
- We order over 115,000 examination booklets
- We print, distribute, scan and verify over 180,000 result/mark sheets and forms
- We require over 3,600 markers and moderators
- Our moderation occurs over 3 weeks in a central location
- Our marking period lasts for over 10 weeks
- Markers travel to and from the SACE Board at least 4 times, Supervisors 10 times





Setting

- 8 X 3hr weekly meetings
- For 12 weeks



Vetting

- 1 month



Editing

- 14 meetings between Chief Assessors and Editors
- 90 hours total
- over 19 weeks



Production

- 70 hours



Printing

- 5,100 candidates
- 4 booklets each
- 20,400 exam booklets

Logistics and Distribution

Producing the Biology Exam





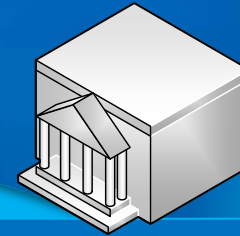
Print & Pack

- attendance labels and rolls
- scribble books
- 2 days



Collating & Sending

- booklets
- labels and rolls
- scribble books
- 2 people x 6 days



Schools

- receive exams
- securely store exams
- prepare venue
- invigilate exam



Students sit exam

- 193 exam centres
- 3 hours
- 20,400 scripts
- 3,184 students



Schools

- collect completed exams
- package
- send to Board via courier



SACE Board

- receives exams
- checks them
- batches
- 8 people x 8 hours



SACE Board

- distributes exams for marking
- 2 days

Marking

Logistics and Distribution





Markers

- Training
- Mark benchmark scripts
- Receive first batches
- 1 day 52 markers



Marking

- 350-400 scripts each
- Drop off and pick up 4 times each
- Mark for over 14 days



SACE Board

- Receives, scans
- QAs marking
- Prints mark sheet
- Prepares for 2nd mark or supervision

**Subject
Cleared ready
for Results
Processing**



SACE Board

- Prints, scans, verifies and takes on 19,000 mark sheets
- Quality Assures the marking
- Checks for missing
- 70 hours
- 4 days 4 X people



Supervision

- Quality assure marking
- 7 supervisors
- Supervise for 18 days



More Marking

Marking the Biology exam



Government
of South Australia

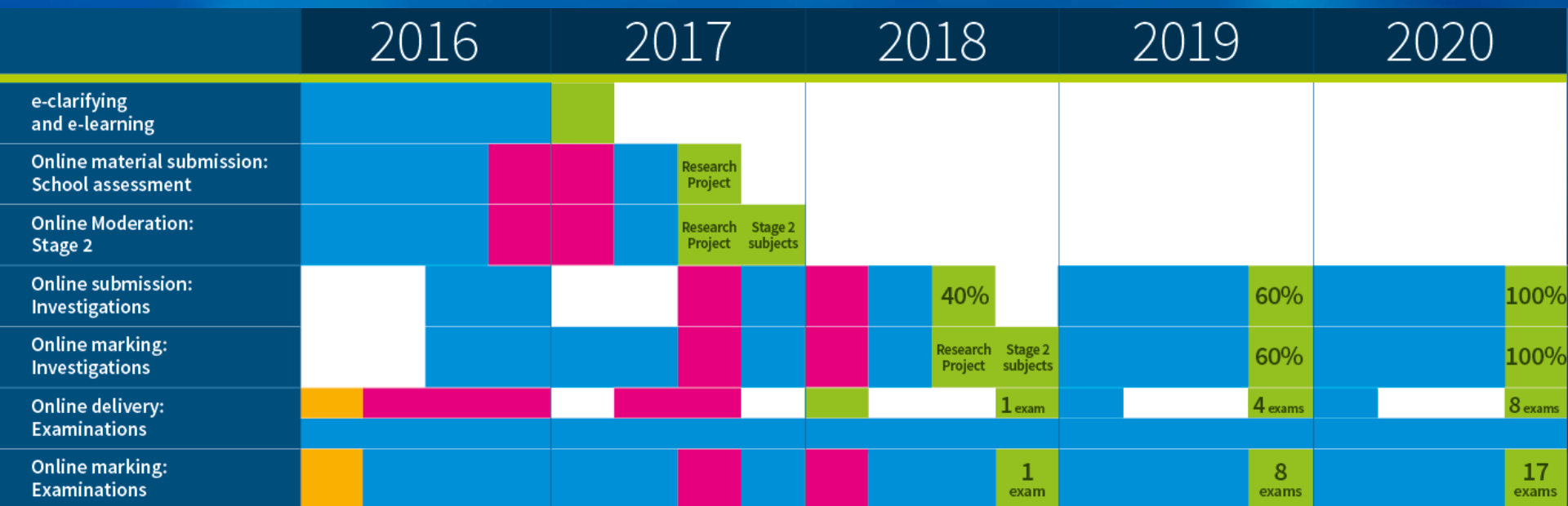
SACE
Board of SA

South Australian
Certificate of Education

SACE E-Assessment Roadmap

- **E-Clarifying/Learning** – proposed go live of 2017
- **E-Moderation** – proposed go live for Research Project – July 2017
- **E-Submission of student work** – proposed go live for use with online moderation – July 2017
- **E-Marking** – proposed go live for Research Project – July 2018
- **E-Examinations** – proposed go live for English Literary Studies – November 2018

Timeline and Deliverables



Build/test Trial Live Procurement

Why Modernise?

The Benefits of Modernisation

- Enables the achievement of other Board priorities
- SACE assessment reflects modern teaching and learning
- Assess 'new things in new ways'
- Enhanced quality assurance
- Increases validity and reliability of student results
- Generates efficiencies for all stakeholders

SACE E-Assessment Considerations

- Success achievable only by collaboration
- School readiness for the volume of change
- Breadth of school capability – IT and infrastructure
- Student readiness
- Significant change to core processes
- Potential requirement for multiple solutions
- Aggressive delivery schedule
- Technology not at level required

Stakeholder Engagement: a Priority

We will engage with:

- schools – leadership, IT delivery staff
- school sectors
- teachers
- students

We will engage stakeholders in:

- understanding the breadth of school readiness
- developing an implementation plan
- developing a communication and training strategy
- developing the ICT solution – requirements gathering, testing, trialing

SACE Board: Next Steps

Progress

We have confirmed:

- the scope of the e-assessment program
- the proposed delivery dates
- the sequence through the development lifecycle
- the resource profile across the program
- the cost of the program.

Next Steps

- Increase our resource capacity
- Finalise requirements for online moderation and online submission
- Increase our engagement with key stakeholders
- Audit school capability
- Continue to engage and learn from others, particularly other ACACA agencies, NAPLAN Online
- Decision on delivery model for online authoring, delivery and marking of examinations
 - build
 - buy
 - as a service
- Initiate project and program governance.

Subject Renewal



Government
of South Australia

SACE | South Australian
Board of SA Certificate of Education

Principles

- Worthwhile Learning
- Engagement
- Innovation
- Diversity
- Manageability



SACE Subject Design

- Capabilities
- Learning Requirements
- Content
- Assessment
- Performance Standards



Phase 1

The SACE Board is integrating the Australian Curriculum **content** into 15 SACE subjects, in two phases:

Phase 1: 4 English and 4 mathematics subjects

- **Stage 1:** being taught for the first time in 2016
- **Stage 2:** implementation workshops in Term 2 2016 to be taught for the first time in 2017

Implementation Workshops 2016

Phase 1 subjects

Term 2, 2016, Weeks 3–9

- **English:** per subject, half-day
- **Mathematics:**
Methods & Specialist together, half-day
General & Essential together, half-day
- further details in a letter to principals
- Country and metro locations

Phase 2

Phase 2:

- **4 science subjects:**

Biology, Chemistry, Physics, Earth & Environmental Science (incorporating Geology)

- Modern History (incorporating Australian History)
- Ancient Studies (incorporating Classical Studies)
- Geography

Phase 2

Phase 2:

- Online consultation on draft subject outlines:
15 February–30 March 2016
- Board accreditation scheduled for May 2016
- **Stage 1:** implementation workshops in Term 3 2016
to be taught for the first time in 2017
- **Stage 2:** implementation workshops in Term 2 2017
to be taught for the first time in 2018

Collaboration

- Learning area reference groups
- Writing groups
- Focus groups
- Community & expert consultation



Implementation Workshops

2016 – Phase 2 subjects

Term 3, 2016, Weeks 2–9

- Stage 1 implementation workshops
 - sciences, histories, Geography
 - further details in a letter to principals
- Country and metro locations



Other SACE subjects

Agriculture subjects

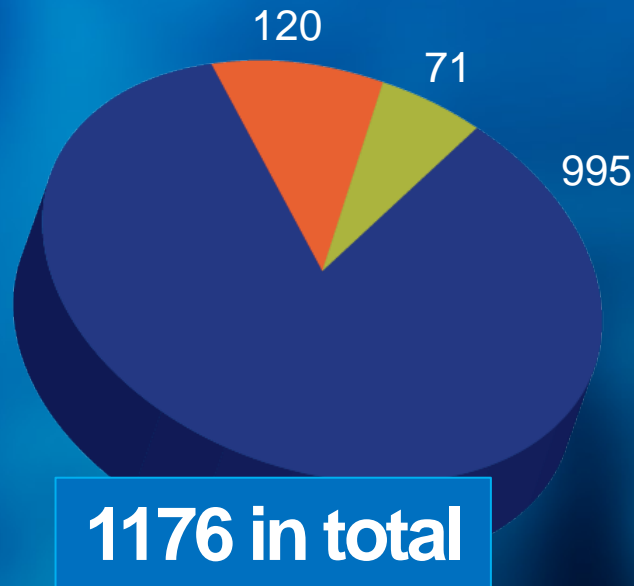
- Online consultation: 21 March– 29 April 2016
- Board accreditation scheduled for June 2016
- Stage 1: implementation workshops in Term 3 2016 to be taught for the first time in 2017
- Stage 2: implementation workshops in Term 2 2017 to be taught for the first time in 2018

Information Technology

- Online consultation: Term 3 2016

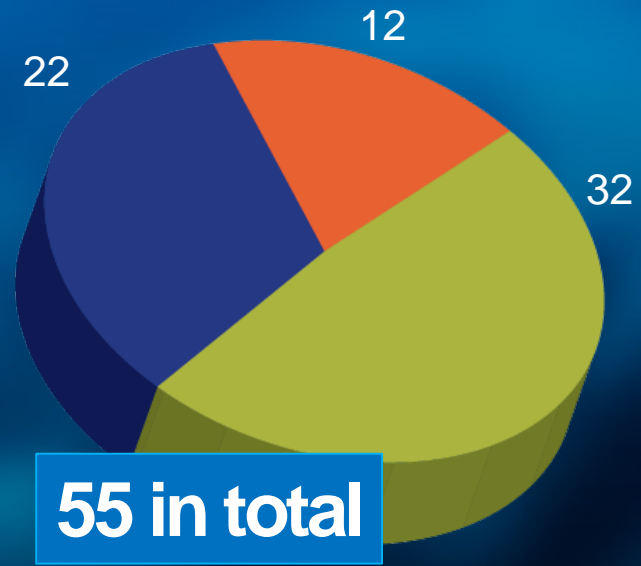
IEA Engagement 2015

Registrations by Participant



- AES Participants
- CEA Participants (School)
- CEA Individuals

Registrations by School



- AES Schools
- CEA Schools (School)
- CEA Schools (Individuals)

Institute of Educational Assessors

Registrations for Professional Learning



Assessment in Education Seminar

