

SACE Stage 2 Review

A response from the SACE Board

In December 2018, the State Government published the *SACE Stage 2 Review*, a report outlining 16 recommendations following an independent review into the Stage 2 requirements of the SACE.

This factsheet outlines the SACE Board's response to the recommendations of the review.

Please note that implementing the majority of responses are subject to financial support from the State Government.

The *SACE Stage 2 Review* is available to download on the [Department for Education website](#).

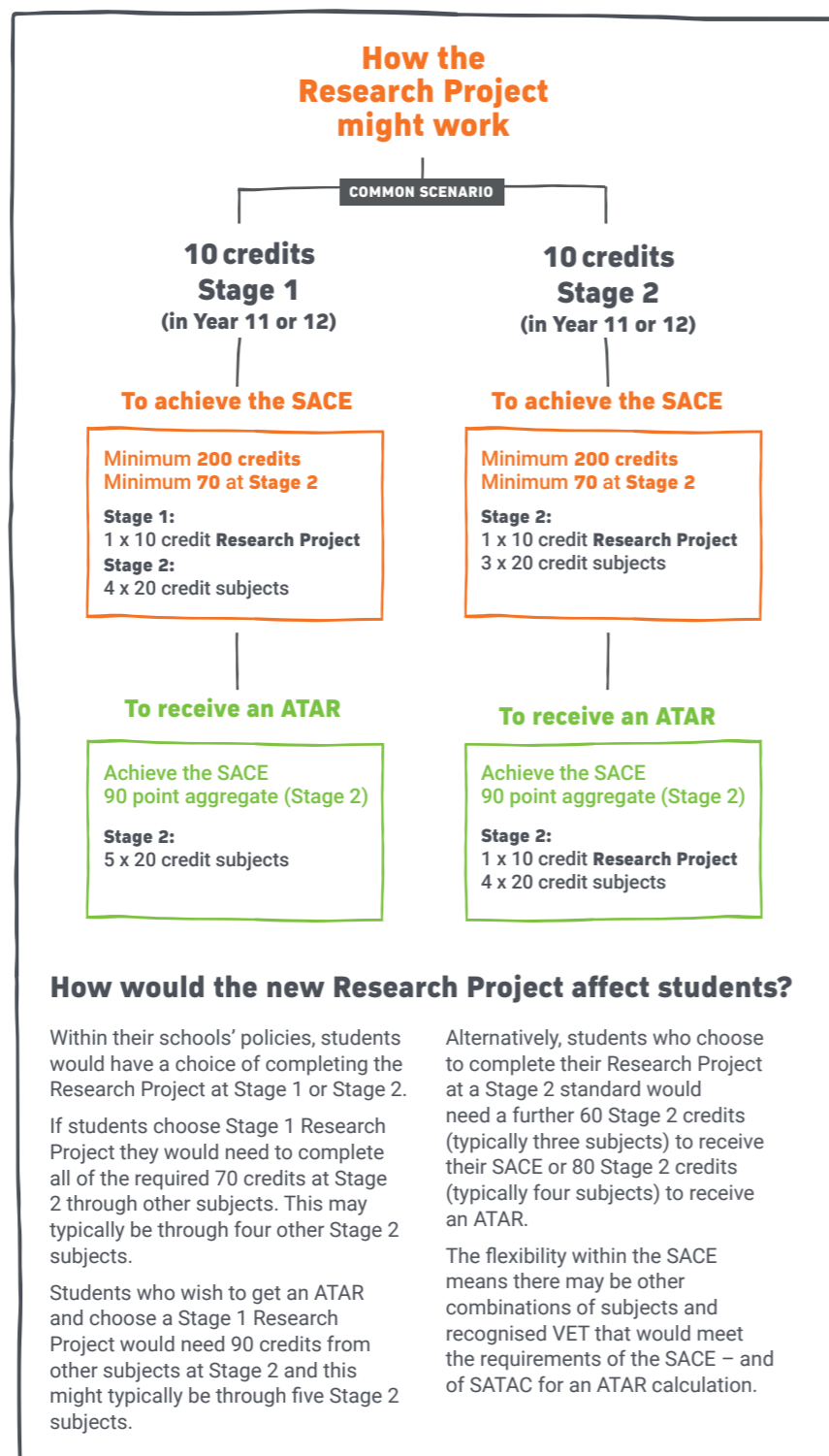
Recommendations 1-4

The future of the compulsory Stage 2 10-credit Research Project

The SACE Board intends to redevelop a new and innovative subject to replace the Research Project that would be compulsory through either:

- 10 credits at Stage 1; or
- 10 credits at Stage 2; or
- 20 credits at Stage 2.

This flexible approach would allow schools to move the Research Project to Stage 1 or retain it in Stage 2 in response to the perceived educational needs of their students.



Other recommendations

Recommendation 5

The number of Stage 2 subjects for SACE completion and ATAR calculation

Response: Students undertaking the new Research Project in Stage 1 would be required to complete a minimum of 70 credits at Stage 2 in order to receive their SACE. SATAC requires 90 credits at Stage 2 for an ATAR.

Recommendation 6

The ATAR calculation and impact on student subject choice

Response: The SACE Board has a close working relationship with SATAC but the calculation of the ATAR and alternative admissions processes are the responsibility of SATAC and the universities.

Recommendations 7-9

Vocational Education and Training (VET) recognition, delivery, and entrepreneurial thinking

Response: The SACE Board is responsible for the recognition of VET in the SACE, but not for its quality, delivery or approval. While the SACE Board does not have the capability to track students, we will continue to promote VET and improve communications to those who may be leaving school without their SACE on how their VET qualifications, attained after school, can be added to the evidence of their learning so they may achieve their SACE in the future.

The SACE Board is strongly against disallowing the use of Certificate III qualifications in the calculation of the ATAR and the Minister for Education has rejected this recommendation. The calculation of the ATAR is the responsibility of SATAC and the universities.

Recommendation 10

VET quality, auspicing, and delivery

Response: This recommendation is not relevant for the SACE Board.

Recommendations 11 and 13

Entrepreneurial education in VET and SACE

Response: The aim here is to expand students' existing capabilities to include "entrepreneurial thinking" or an "entrepreneurial mindset". The SACE Board would use a longstanding definition of entrepreneurship as "the pursuit of opportunity beyond the resources you currently control", which can apply to interdisciplinary STEM research, mounting a theatre production, or community activism as much as it does to starting up new companies or developing new products.

Recommendation 12

Industry Framework Subject

Response: Developing a student's capabilities through an Industry Framework Subject has the potential to break new ground in senior secondary education. It would create an opportunity for students to learn about emerging industries in South Australia, such as cybersecurity, space industry, healthy aging, etc.

Building on the foundations laid through teaching the Research Project, such a subject would require teachers to develop the capabilities without being a subject matter expert or having industry experience. Teaching in this way is an emerging challenge facing the education workforce in most innovative societies and, again, South Australia is well-positioned to play a leading role.

Recommendations 14-16

Issues from the Review processes for consideration by the SACE Board

Response: The SACE Board will explore how microcredentialing might provide a mechanism for teachers to certify a student's dispositions, skills and ways of thinking in line with the capabilities.

The SACE Board will not proceed with the recommendation to disallow SACE credits for subjects where students have achieved D or E grades. D and E grades are an indication of achievement within a subject, albeit low achievement. Students, schools and systems should strive for higher performance but low performing students should not be penalised by removing their SACE credits.

The SACE Board will continue to strive to incorporate the very best research evidence in policies, practices, curriculum and assessment and we would welcome the opportunity for more local educators to become involved in research.

Changes to the reporting of SACE completion rates were implemented for the 2018 SACE results release, prior to the review being published.