

SACE Leaders Forum

March 2015



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2014 Achievements

- Completers – 14,050
- Aboriginal students - 253
- ATAR - 11741
- Some VET – 5760
- VET used to complete SACE – 2,375



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Today's Program

Session 1

Integration of the Australian Curriculum

Session 2

Quality Assurance and Operational Implications
for the new subjects

Session 3

Maximising Student Success



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Integration of the Australian Curriculum



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Some key points

- The SACE Board is integrating the Australian Curriculum **content** and **achievement standards** into 15 SACE subjects:
- This integration may not necessarily follow the exact sequence suggested by ACARA.
- Australian Curriculum **achievement standards** are used as a reference point for **SACE performance standards** and will not be published in the subject outlines.
 - **performance standards** focus on how well students demonstrate evidence of the knowledge, skills, and understanding achievement.
- SACE **Learning requirements** are the 'standard', in Australian Curriculum terms, of 'what is to be learnt'.
- **School assessment** comprises two assessment types.



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Principles

- Worthwhile Learning
- Engagement
- Innovation
- Diversity
- Manageability



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SACE Design Principles

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



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Methodology

- Learning area reference groups
- Writing groups
- Focus groups
- Online consultation (6 weeks)
- Accreditation
- Implementation



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Learning Area Reference Groups

- Curriculum leaders in specific subject areas meet regularly to:
 - guide the drafting process
 - consider consultation feedback
 - complete accreditation forms for the SACE Board.



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Writing Groups

- 4-5 subject experts from the three schooling sectors
- selected from the learning area reference group



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Focus Groups

- Comprise approx. 20-25 subject teachers:
 - selected by the three schooling sectors
 - country and metropolitan representation
 - attend a full-day workshop
 - provide feedback on the pre-consultation subject outline drafts.



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Online Consultation

- Invitation to comment to:
 - school principals
 - SACE Board's designated entities
 - tertiary institutions
 - curriculum leaders groups
 - reference groups
 - subject associations
 - general public



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Accreditation

- Presented to a standing committee of the SACE Board
 - Accreditation, Recognition, and Certification Committee (ARCC)
- Presented to the SACE Board for accreditation.



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Implementation Workshops

Stage 1 subjects 2015

- Term 3, 2015, Weeks 2–9
- English, half day
- Mathematics, half day
- Country and metro locations

Stage 2 implementation workshops: Term 3, 2016



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Timelines

- Consultation – subject outline, LAP, Programs
- Consultation ends:
 - 10 April (English)
 - 17 April (Mathematics)
- Accreditation by Board – June
- Implementation Workshops – Term 3
- Pre-edited, Board-accredited versions available on website – July (Term 3).



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English

Four Subjects:

- English
- English Literary Studies*
- English as an Additional Language
- Essential English

* *Stage 2 only*



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Type of Learners

- Creators, communicators, responders, thinkers
- Users of the English language as a medium to create, communicate, respond, think through, reflect, express thought, information, ideas, perspectives...



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English

- Majority of students will study this subject
- Stage 1 leads to Stage 2 English and English Literary Studies
- Exploration of ideas, perspectives, and aspects of culture in texts
- Creation of imaginative, interpretive, analytical, and persuasive written, oral, and multimodal texts
- Emphasis on intertextuality
- Knowledge and Understanding; Analysis; and Application.



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English Literary Studies

- Broader than 'literature'
- Critical interpretation of texts; sustaining a reasoned critical argument
- Power of language to represent ideas, perspectives, and values
- Creativity and craft of authors as basis for their own use of English
- Knowledge and Understanding; Analysis; and Application
- Use of word processors for 90-minute critical reading examination.



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English as an Additional Language

- Using English in tertiary settings
- Using English in a global community
- Communication; Comprehension; Analysis; Application
- Eligibility criteria apply

Stage 2 Assessment:

- Academic Literacy Study
- Response to Texts
- 2.5 hour examination; use of word processors.



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Essential English

- Using English in personal, social, everyday and workplace settings
- Communication; Comprehension; Analysis; Application
- Incorporates English Pathways
- Incorporates English as a Second Language
- Incorporates Literacy for Work and Community Life
- Stage 1 and Stage 2.



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Electronic Technology

- Students learn and engage with English using a range of technologies
- It is anticipated that all assessments – written, oral, and multimodal – will be submitted electronically
- Use of word processors in examinations (2018?).



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Tertiary Admission Subjects (TAS)

- For tertiary admissions, same rules as currently apply, but this is to be confirmed.
- There are no preclusions for SACE completion
- Current precluded combinations for Tertiary Entrance:
 - English Literary Studies; English; English as an Additional Language; Essential English.



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Mathematics

Four subjects

- Specialist Mathematics
- Mathematical Methods
- General Mathematics
- Essential Mathematics

All Stage 1 and Stage 2.



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Type of Learners

- Knowers and confident users of important thinking processes
- Reasoners and problem-solvers
- Scenario thinkers and planners
- Investigators, modelers, interpreters, and representers of the world through mathematics
- Thinkers and users of mathematical ideas in everyday and workplace contexts
- Designers and innovators of new technologies.



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Specialist Mathematics

- For students undertaking mathematically-rich university courses
- For the designers of new technologies
- Mathematical argument and proof using mathematical models
- 10A incorporated in subject outline
- Special attention to the sequencing of learning
- Studied in conjunction with Mathematical Methods.



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Mathematical Methods

- For students undertaking a range of university courses
- Studied on its own or in conjunction with Specialist Mathematics
- Calculus: understanding rates of change in the physical world
- Statistics: describing and analysing phenomena involving uncertainty and variation
- 10A incorporated in subject outline.



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General Mathematics

- For students undertaking tertiary courses that require general, rather than specialised mathematical background
- Practical problem-solving approach
- Personal financial management
- Measurement and trigonometry
- Statistical investigation processes
- Various forms of mathematical modelling.



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Essential Mathematics

- For students undertaking courses in trades and vocations
- Mathematics in everyday and workplace contexts
- Everyday calculations; financial management; business applications; measurement and geometry; statistics in social contexts
- Stage 1 and Stage 2 subject
- Incorporates Mathematical Pathways
- Incorporates Numeracy for Work and Community Life.



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Electronic Technology

- How do people think mathematically?
- How do people use mathematics?
- What does this mean for electronic technology in teaching, learning, and assessment?



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Electronic Technology

- Many ideas in mathematics have associated calculation processes and techniques.
- Many of these ideas are fundamental, and are required to access higher ideas. These ideas 'travel-up'.
- Developing students' abilities to carry out the associated calculation processes of ideas that travel-up, both accurately and efficiently (automating these processes), provides students access to higher ideas, and increases their chance to become powerful reasoners and problem solvers.



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Electronic Technology

- Being able to look forward in a problem, to see the next steps, is fundamental to mathematical thinking.
- Students who are confident in fundamental calculation processes and techniques are better placed to **think forward** in a problem.
- Thinking forward often means performing 'quick' calculations in your mind to assess the fruitfulness of a given path.



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Electronic Technology

However, the use of calculators is encouraged:

- To understand abstract ideas, through assistance with visualisation
- To investigate vast terrain, so that the focus on the mind can be on observing, not calculating
- To process large amounts of quantitative information
- Where the numbers involved in calculation process are large



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Electronic Technology

- When you are sure of the path to take and you want to be efficient with time – let the machine do the work
- For statistical analysis, algorithm generation, data representation and manipulation, and complex calculation
- Where relevant to workplace settings.



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Calculators

The SACE Board will provide a list of approved graphics calculators for use in the examinations that meet the following criteria:

- have flash memory that does not exceed 5.0 MB (this is the memory that can be used to store add-in programs and other data)
- can calculate derivative and integral values numerically
- can calculate probabilities
- can calculate with matrices
- can draw a graph of a function and calculate the coordinates of critical points using numerical methods
- solve equations using numerical methods
- do not have a CAS (Computer Algebra System)
- do not have SD card facility (or similar external memory facility).

Graphics calculators that currently meet these criteria, and are **approved for 2017**, are as follows:



Calculators

Graphics calculators that currently meet these criteria, and are **approved for 2017**, are as follows:

- Casio fx-9860G AU
- Casio fx-9860G AU Plus
- Hewlett Packard HP 39GS
- Sharp EL-9900
- Texas Instruments TI-83 Plus
- Texas Instruments TI-84 Plus
- Texas Instruments – TI 84 Plus C –silver edition
- Texas Instruments – TI 84 Plus CE.

Other graphic calculators will be added to the approved calculator list as they become available.



Assessment (Stage 2)

School Assessment

- Skills and Applications Tasks
- Mathematical Investigation/Practical Report

External Assessment

- Examination (2 hours – 3 hours)
- Part A (without calculator); Part B (with calculator)
- 40:60.



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Tertiary Admission Subjects (TAS)

- For tertiary admission, same rules as currently apply, but this is to be confirmed
- There are no preclusions for SACE completion
- Current precluded combinations for Tertiary Entrance:
 - Mathematical Methods, General Mathematics, and Essential Mathematics are precluded combinations
- Students can do 40 credits of Mathematics at Stage 2: Specialist Mathematics with Mathematical Methods.



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Discussion and Questions

- How well do the range of subjects provide for the diversity of our students?
- To what extent are the new subjects:
 - worthwhile
 - engaging
 - innovative
 - diverse
 - manageable



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To help discussion...

- 1 copy of each subject outline
- Summary of assessment for English and Mathematics subjects (Handout 1)
- Map of English options (Handout 2)
- Map of Mathematical options (Handout 3)
- Sheet for feedback.

Time for discussion at tables

Time for question and answer session.



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Handout 1

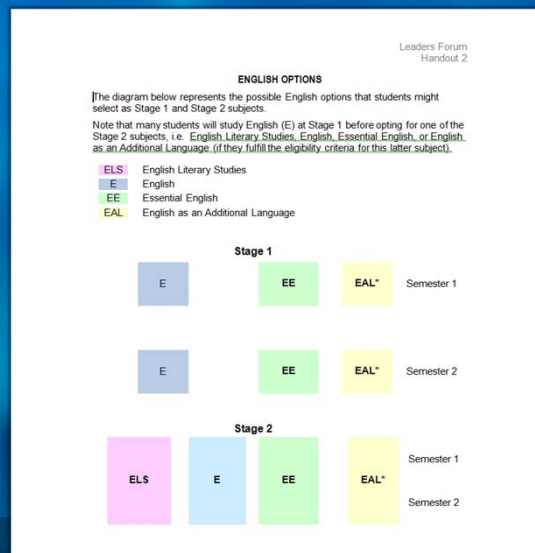
Handout 1

**Summary of Assessment
in English and mathematics subjects**

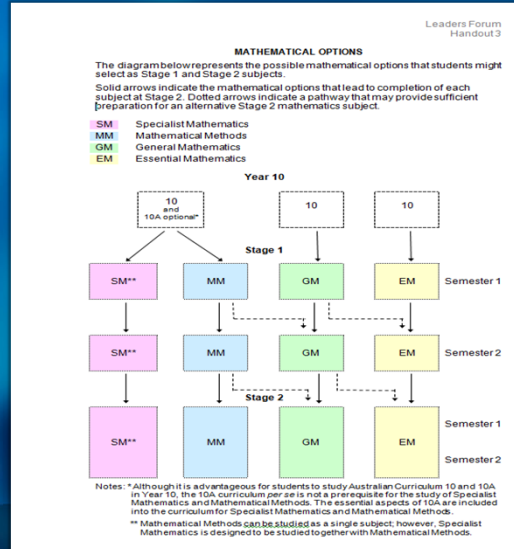
English	
Subject	Assessment types
Stage 1 English as an Additional Language	<p>AT1: Responding to Texts</p> <ul style="list-style-type: none"> One written response and one oral response (10-credit) Two written responses and two oral responses (20-credit) <p>AT2: Interactive Study</p> <ul style="list-style-type: none"> Either the interview written report or the oral discussion (10-credit) Both the interview written report and the oral discussion (20-credit) <p>AT3: Applied Language Activity</p> <ul style="list-style-type: none"> One oral, written, or multimodal applied language activity (10-credit) Two oral, written, or multimodal applied language activities (20-credit)
Stage 2 English as an Additional Language	<p>AT1: Academic Literacy Study (30%)</p> <ul style="list-style-type: none"> Written report Oral interaction <p>AT2: Responses to Texts (40%)</p> <ul style="list-style-type: none"> Four responses to texts, at least one must be in response to a literary text. At least one response in oral or multimodal form, and two in written form <p>AT3: Examination (2 ½ hours) (30%)</p> <ul style="list-style-type: none"> Section 1: Comprehending Multimodal Texts (1 hour) <ul style="list-style-type: none"> Part A – 20 minutes Part B – 40 minutes Section 2: Written Paper (1 ½ hours)

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Handout 2



Handout 3



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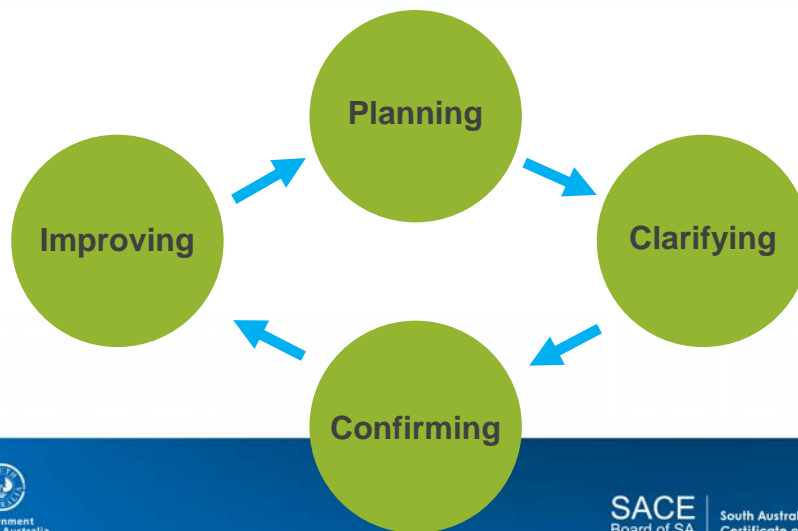
Quality Assurance and Operational Considerations

Planning for the integration of the Australian Curriculum



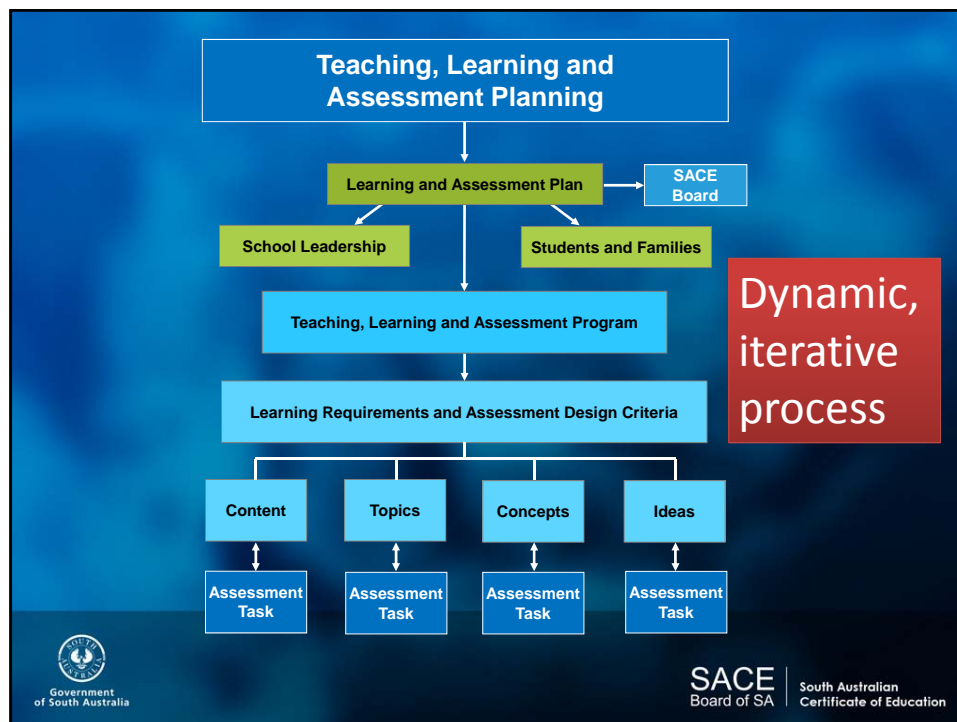
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The Planning Phase of the Quality Assurance Cycle



Planning

- Teachers design a teaching and learning program, taking into account the specifications of the subject outline and the needs, aspirations, and abilities of the student cohort.
- Teachers consider and design assessment tasks so that students can provide evidence of the quality of their learning.
- The assessment tasks enable students to meet the learning requirements of the subject and to demonstrate their learning to the highest standard possible, relative to the performance standards.



Learning and Assessment Plans

Purpose

- Provide the entitlement for *students* to the learning and assessment intentions and expectations
- Provide the space for *teachers* to be clear about their teaching and learning, and associated assessment intentions
- Provide *principals* with confidence that the subject outline specifications have been interpreted and applied accurately

Approved Learning and Assessment Plans

Do –

- ensure the specifications of the subject outline have been interpreted accurately
- provide an overview to leaders, students and moderators with learning and assessment intentions

Do not –

- provide comprehensive coverage of the teaching, learning and assessment program
- guarantee success or high achievement for all students



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SACE Board Planning Proposal


The SACE Board will:

- Redevelop the LAP pro-forma (overview)
- Provide 3-4 LAP pre-approved exemplars for each new subject (available Term 3)
 - Teachers can use these directly, and inform the SACE Board which LAP they are using
 - Teachers can develop their own; advice available from SACE Officers



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Subject: English Variant: _____ School: _____ Contact Teacher: _____


ASSESSMENT OVERVIEW
 Complete the table below to demonstrate how the set of assessments addresses all of the learning requirements and assessment design criteria.

Weighting of Assessment Types		Name of Assessment (as described in the Assessment Details following) <i>Please add/delete rows as necessary</i>	Learning Requirements <i>(Indicate the Learning Requirements addressed)</i>						Assessment Design Criteria <i>(Indicate the Assessment Design Criteria addressed)</i>			
			Demonstrate clear and accurate communication skills through reading, viewing, writing, composing, listening and speaking	Clarify, extend, and develop their ideas and opinions through critical engagement with texts and language	Critically analyse a variety of texts to evaluate their purpose and effectiveness	Identify and analyse ideas, values, and beliefs, and recognise how these are shaped	Examine cultural, social and technical aspects of language and texts	Compose texts in which language is used for critical, personal, or imaginative purposes	Knowledge and Understanding	Analysis	Application	Communication
Assessment Type	Weighting (%)											
Text Analysis												
Text Production												


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Benefits

- **Principals** – confidence in teachers using approved LAPs
- **Teachers** – resource as a basis for planning, able to adapt and modify
- **Students** – entitlement of the learning and assessment intentions and expectations
- SACE Board to provide additional support in the form of workshops for planning, task design and program planning


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Considerations

- Pre-approved LAPs available for all Stage 1 English and mathematics subjects taught in 2016
- Any newly developed plans will continue to follow the current submission and approval process
- All other Stage 1 subjects' LAP approval extended for 12 months
- Accession numbers – unique identifiers attached to pre-approved LAPs for recording on status reports
- 2017 – pre-approved LAPs available for all other Stage 1 subjects and preparatory work for Stage 2 subjects



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Maximising Student Success



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Our focus...

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The State's Vision For Young People

- The state's vision for young people graduating from school with the SACE is that a young person will:
 - possess the capabilities to live, learn, work, and participate successfully in a changing world,
 - have built knowledge, skills, and understanding in a variety of contexts, such as school, the workplace, or training and community organisations, and met high academic standards,
 - be literate and numerate; and
 - be an empowered learner, who can learn anything, anywhere, anytime.

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Monitoring and Reviewing

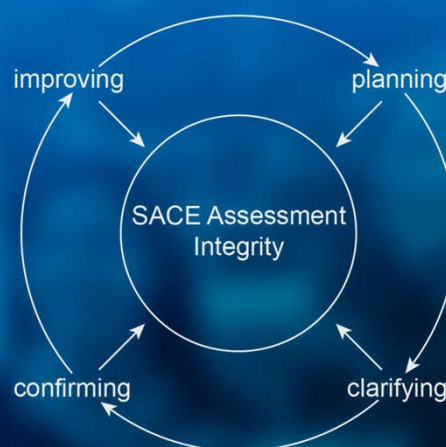
- Year 10-12 retention rates
- SACE completion rates
- SACE completion rates for identified groups of students
- Literacy and numeracy achievement
- Other compulsory elements of the SACE
- Post school destinations



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Improvement



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Support and Actions

Three categories:

1. Students who may be able to achieve all of the compulsory requirements of the SACE but who do not achieve at least 200 credits
2. Students who may be able to achieve the Stage 1 requirements, but not one or more of the Stage 2 requirements of the SACE
3. Students who may not be able to meet the Stage 1 requirements of the SACE



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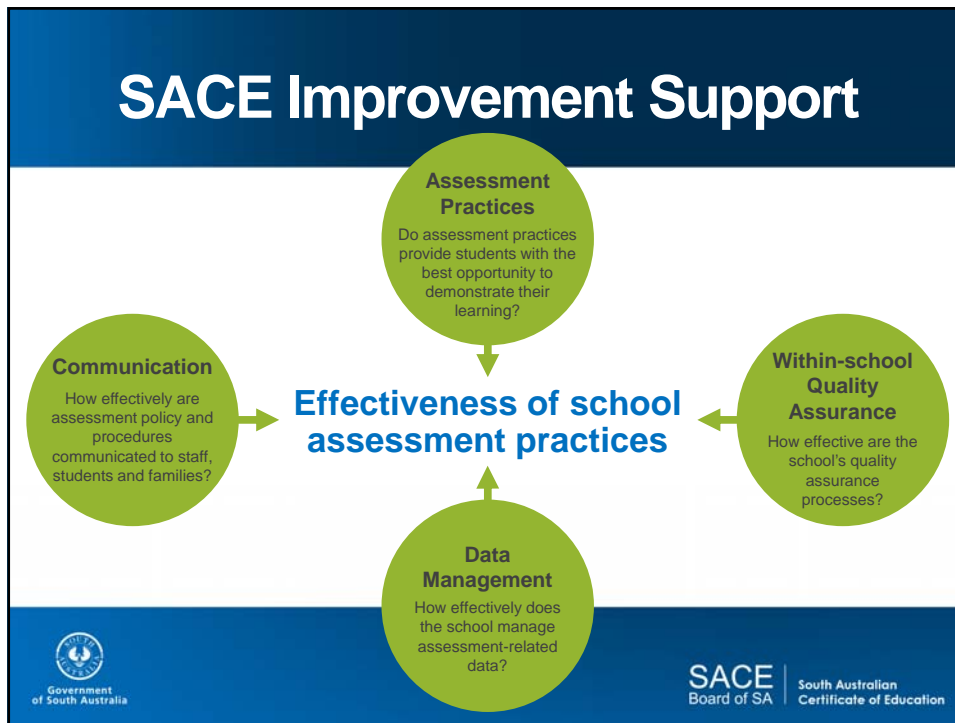
Other Strategies

- Self Review Tool (SRT)
- 2015 SACE Management Conferences
- SACE Board Improvement Mini-site





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Data Review

- All of the strategies depend on **data** review, school, sector, SACE Board

Possible Considerations

- Stage 1 results < C?
- Articulation between Stage 1 and Stage 2 subjects
- Literacy, Numeracy
- Stage 2 monitoring



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Stage 2 Class Data

- **School assessment:**
 - Each assessment type
 - Grade level anomalies
 - Individual anomalies
- **External assessment**
 - Expectations
 - Articulation between school and external



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Stage 2 Class Data...

Considerations

- Number of tasks
- Number of assessment design criteria in each task
- Tasks allow for response at the highest level
- Language for the subject
- Modes for individuals
- Presentation of evidence for markers/moderators
- Capabilities

Key Updates

Key Updates

Online Results Sheets

- 2014 – Stage 2 school assessment results sheet
- 2015
 - All stage 1 results
 - Results for Stage 2 external assessment
 - Predicted results for Stage 2 examinations



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Key Updates

New Requirements for University Entry

- 90 credits of TAS and/or Recognised Studies must be completed
- The Flexible Option now contributes 30 credits to the university aggregate. Only 20 of these credits may be Recognised Studies, such as VET or university studies. The remaining 10 credits must come from a TAS subject
- Scaled scores in lieu of VET are now calculated from the average of the first 70 credits of TAS contributing to the aggregate



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Key Updates

Institute of Educational Assessors

- Assessment for Educators (whole school)
- Certified Educational Assessor (CEA)

Currently delivering professional learning to:

- 20 schools (over 800 teachers)
- 60 Individual educators



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Key Updates

SACE International

- Capabilities
- Quality Assurance Model
- Portability



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Key Events

SACE Art Show

- 21 March - 29 April

Aboriginal Students Pathways Conference

- 16 June

Research Project Student Expo

- 12 and 13 August

