Leaders Forum

August 2016

Government of South Australia

SACE Board of SA | South Australian Certificate of Education

Agenda

8:30 am	Coffee and registration
9:00 am	Welcome and introduction
9:10 am	**Session 1:** Setting the Context
9:40 am	Table discussion
9:50 am	**Session 2:** SACE Strategic Response
	Session 3: SACE Modernisation: Overview
10:20 am	Morning tea
10:40 am	**Session 4:** Partnerships: Communication, Consultation and Collaboration
10:50 am	**Session 5:** SACE Modernisation: Key Messages and Considerations
12:20 pm	Table discussion
12:30 pm	Summary and Close

SACE Strategic Response: Guiding Principles

principle

/ˈprɪnsɪp(ə)l/

noun
plural noun: **principles**

1. a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning.
   "the basic principles of justice"
   synonyms: truth, proposition, concept, idea, theory, postulate; More

SACE Strategic Plan 2016-2020

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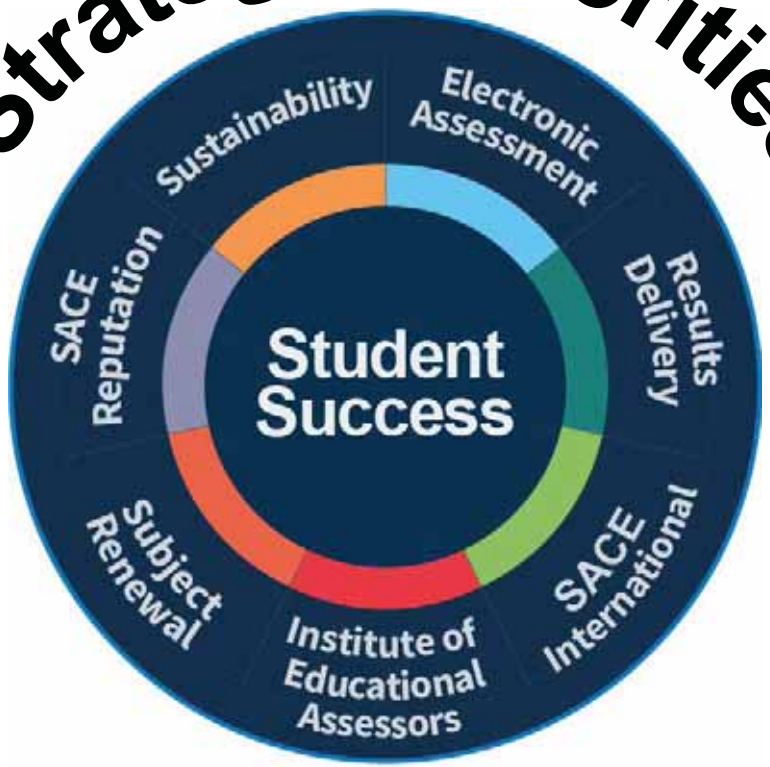
Strategic objectives:

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

Strategic priorities:



The SACE is...

preparation for life,
learning and work

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SACE Qualification:
Prepared for the complexity of life, learning and work

I am literate and numerate

I have met high academic standards

I have a breadth of learning

I can plan for the future

I am capable

I can research and synthesise learning from a range of disciplines

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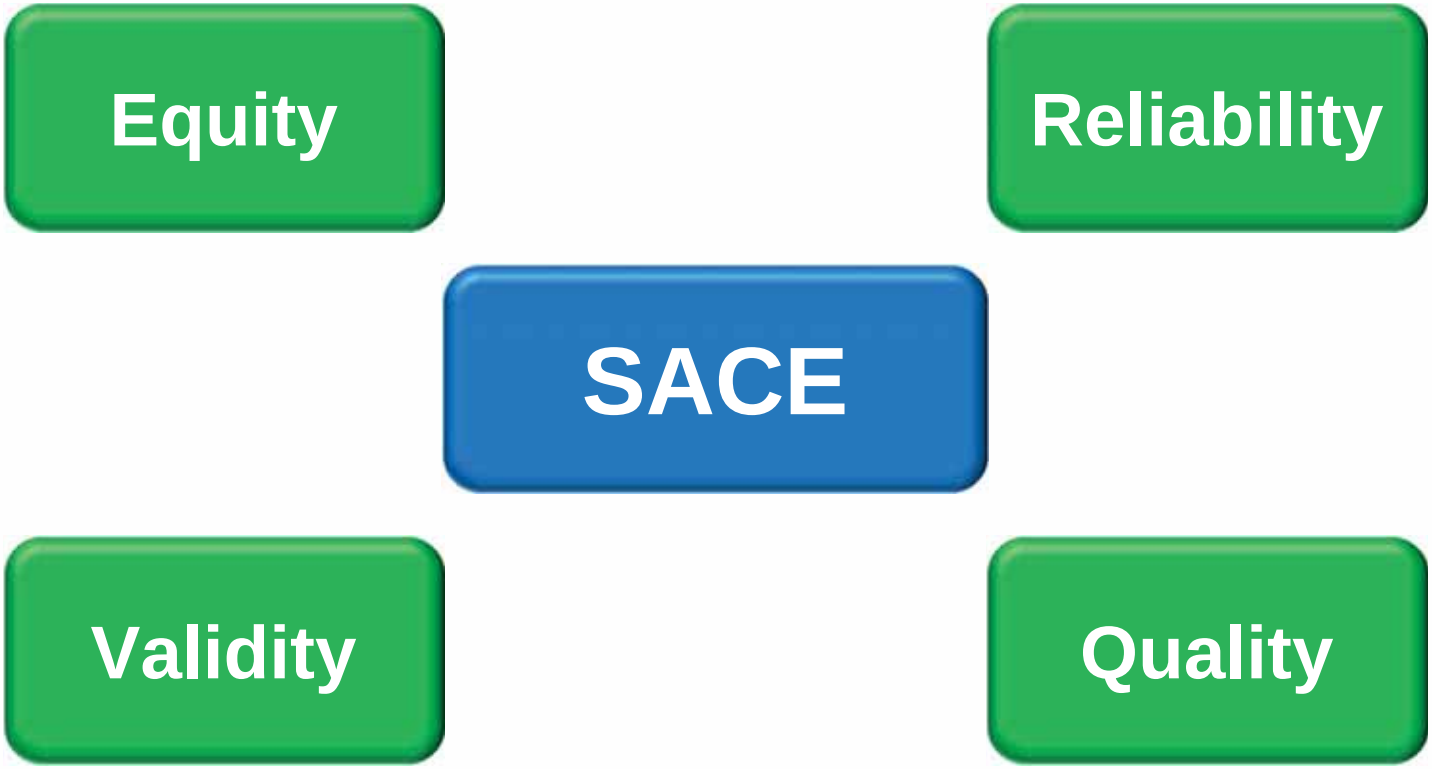
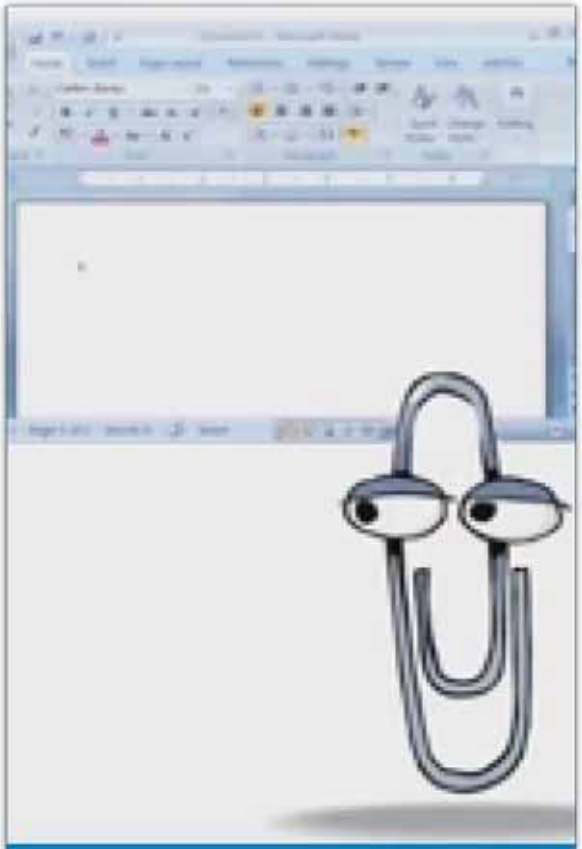
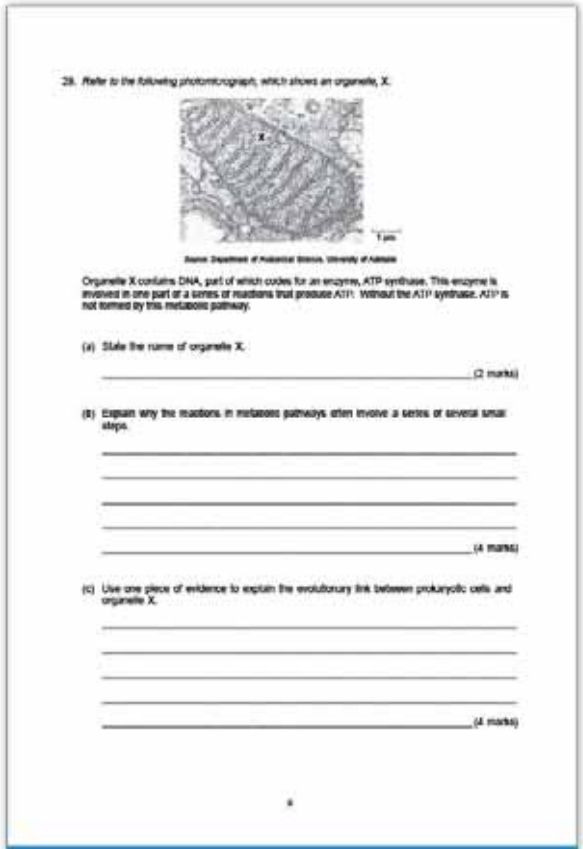
The SACE Brand



Produce 21st century learning



Written up on 20th century tools



28. *Refer to the following photomicrograph, which shows an organelle, X.*

X

1 µm

Source: Department of Anatomical Science, University of Adelaide

Organelle X contains DNA, part of which codes for an enzyme, ATP synthase. This enzyme is involved in one part of a series of reactions that produce ATP. Without the ATP synthase, ATP is not formed by this metabolic pathway.

(a) State the name of organelle X.

_____ (2 marks)

(b) Explain why the reactions in metabolic pathways often involve a series of several small steps.

_____

_____

_____

_____

_____ (4 marks)

(c) Use one piece of evidence to explain the evolutionary link between prokaryotic cells and organelle X.

_____

_____

_____

_____

_____ (4 marks)

Packaged in a 17th century format

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SACE into the Future

- 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 the **quality and value** of the SACE?
  - School level
  - System level

Subject Renewal

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Online Professional Learning

“It is not enough to do your best; you must know what to do, and then do your best”

W. Edwards Deming

Karrawirra Parri
Adelaide Festival Centre
Botanic Garden
The University of Adelaide
Adelaide Convention Centre - North Terrace
Adelaide Casino
South Australian Museum
Botanic Rd
Kintore Ave
North Terrace
Rundle Mall
Rundle St
Rundle Rd
Bundle St
Hindley St
Rymill Park
King William St
Grenfell St
Pulteney St
Frome St
Currie St
Pirie St
Bartels Rd
Waymouth St
Morphett St
Franklin St
Flinders St
Wakefield St
Grote St
Central Market Flowers
Angas St
Gouger St
Hurtle St
Carrington St
Wright St
Halifax St
Sturt St
Gilles St
Gilbert St
Adelaide Himeji Garden
Glen Osmond Rd

Marking and Moderation

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On Screen Exams

Communication, Consultation and Collaboration

Stakeholder Engagement: Our Priority

Stakeholder groups

Stakeholder groups

SACE Board | PFPC (Planning Finance & Performance Committee) | ARCC (Accreditation, Recognition, and Certification Committee) | IDAG (Innovations Development Advisory Group) | Special Provisions Advisory Panel | Governor of SA Commendation Selection Panel | Aboriginal Education Strategy Steering Committee | Cross Sector Liaison Group | Leadership Team | Strategy Group | All Staff | Moderators | Markers | Supervisors | Subject Reference Groups | Standards Leadership Team | Institute of Educational Assessors Steering Committee | The Minister & Minister's Office | Treasury & Finance | CESA CE | DECD CE | AISSA CE | SATAC CE | NT Board of Studies Chair | Department of Education NT CE | SACE Principals Partnership Strategy Group | (SASPA) SA Secondary Principals Association) | (APCSS) Association of Principals of Catholic Secondary Schools | NT Principals Forums | AISSA Principals Group | SACEI Principals | (INTERSPEC) Inter Sectorial Principals Educational Consultative Committee | Ethnic School's Association | SA Secondary Schools | NT Secondary Schools | SACEI Colleges | Principals Delegates | SACE Coordinators | Curriculum Leaders Group | **NEW** SACE Management Reference Group | Teachers | **NEW** IT Resources at Schools | **NEW** IT Resources at Sectors | NT Board of Studies | SOLG (Senior Officers Liaison Group) | Students | SATAC (South Australian Tertiary Admissions Centre) | Teachers Registration Board | ACACA (Australasian, Curriculum Assessment Certification Authority) | AELA (Australian E-Learning Association, Online Education and Learning in Australia | e-Learning Industry Australia | Industry Employer Groups | (IEU) Independent Education Union | (AEU) Australian Education Union | **NEW** Universities Pro Vice Chancellors Forum | **NEW** Parents Consultative Group | IT Director CESA | IT Director DECD | IT Director AISSA

SACE Modernisation Roadmap

- **Subject Renewal –** phased approach 2016-2020
- **Online Professional Learning** – benchmarking 2017, clarifying 2018, further courses 2018-onward
- **Online Submission of materials** – IT readiness trial mid 2017; for use with identified subjects in November 2017
- **Online Moderation** – proposed to moderate one or more subjects online in November 2017
- **Online Marking** – proposed to mark one or more subjects in November 2017 –begin marking one exam online 2018
- **On screen Examinations** – proposed for English Literary Studies – November 2018, 7 other subjects by 2020

Subject Renewal

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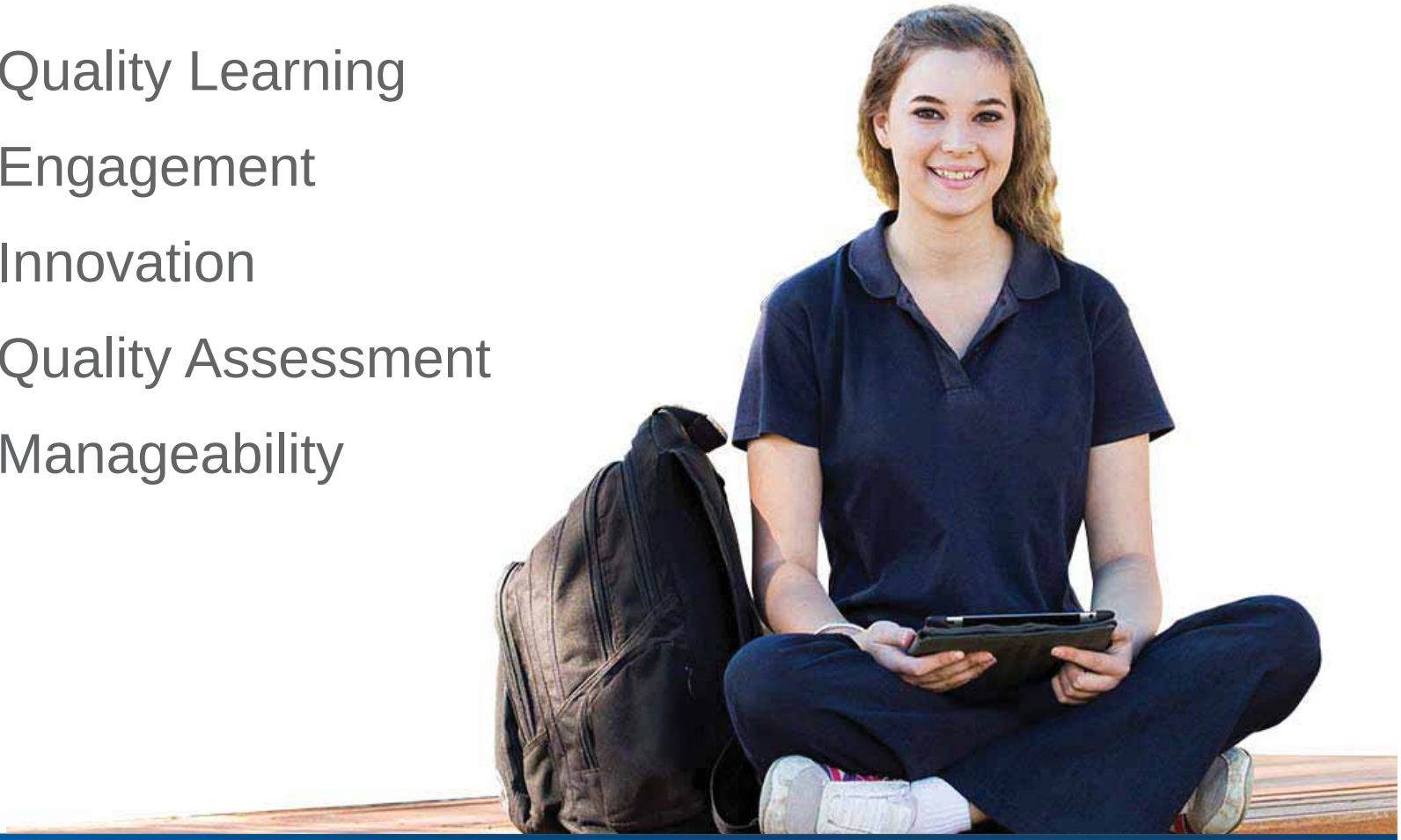
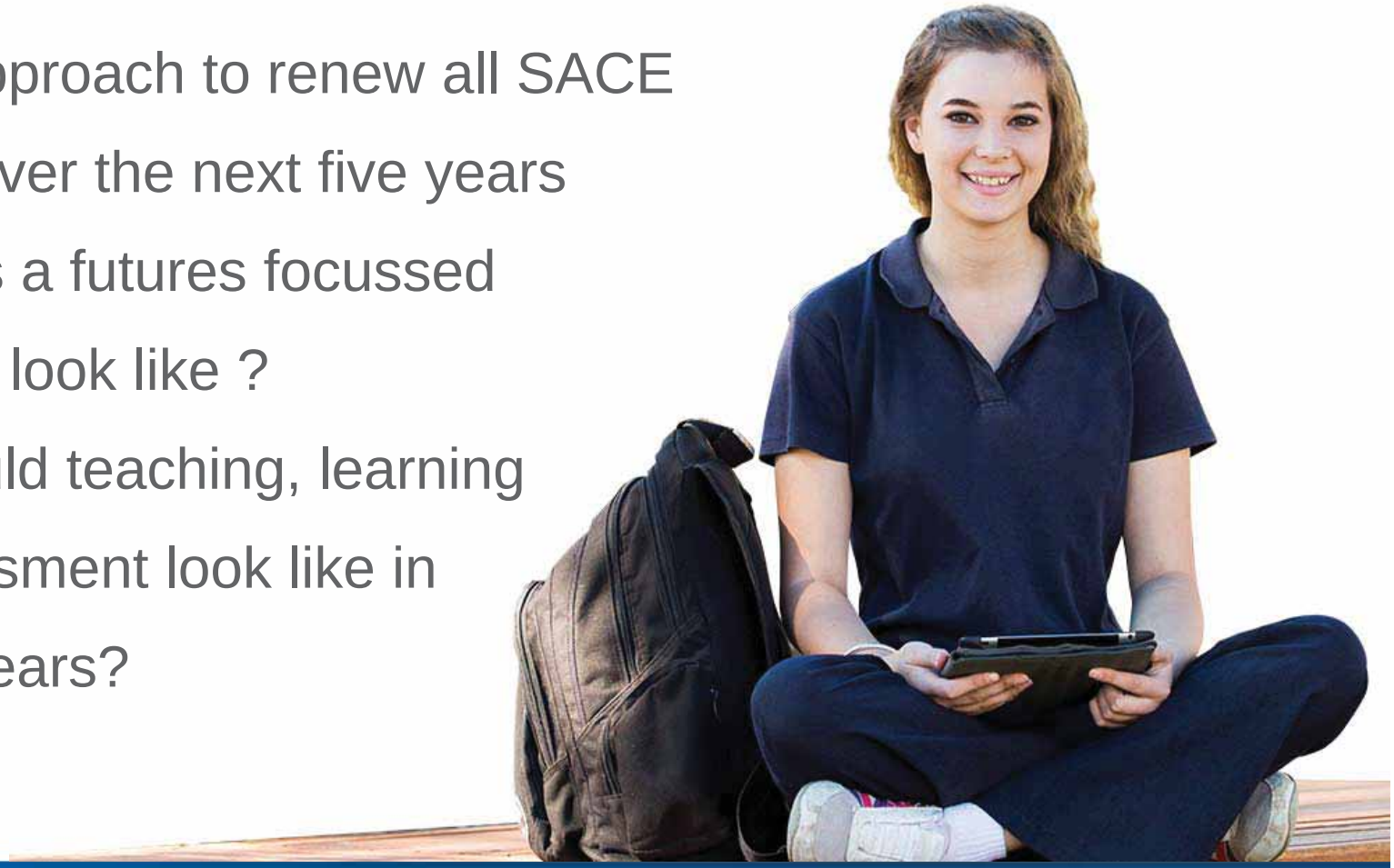
Principles

- Quality Learning
- Engagement
- Innovation
- Quality Assessment
- Manageability



Subject Renewal

- Phased Approach to renew all SACE Subjects over the next five years
- What does a futures focussed curriculum look like ?
- What should teaching, learning and assessment look like in 10 or 20 years?



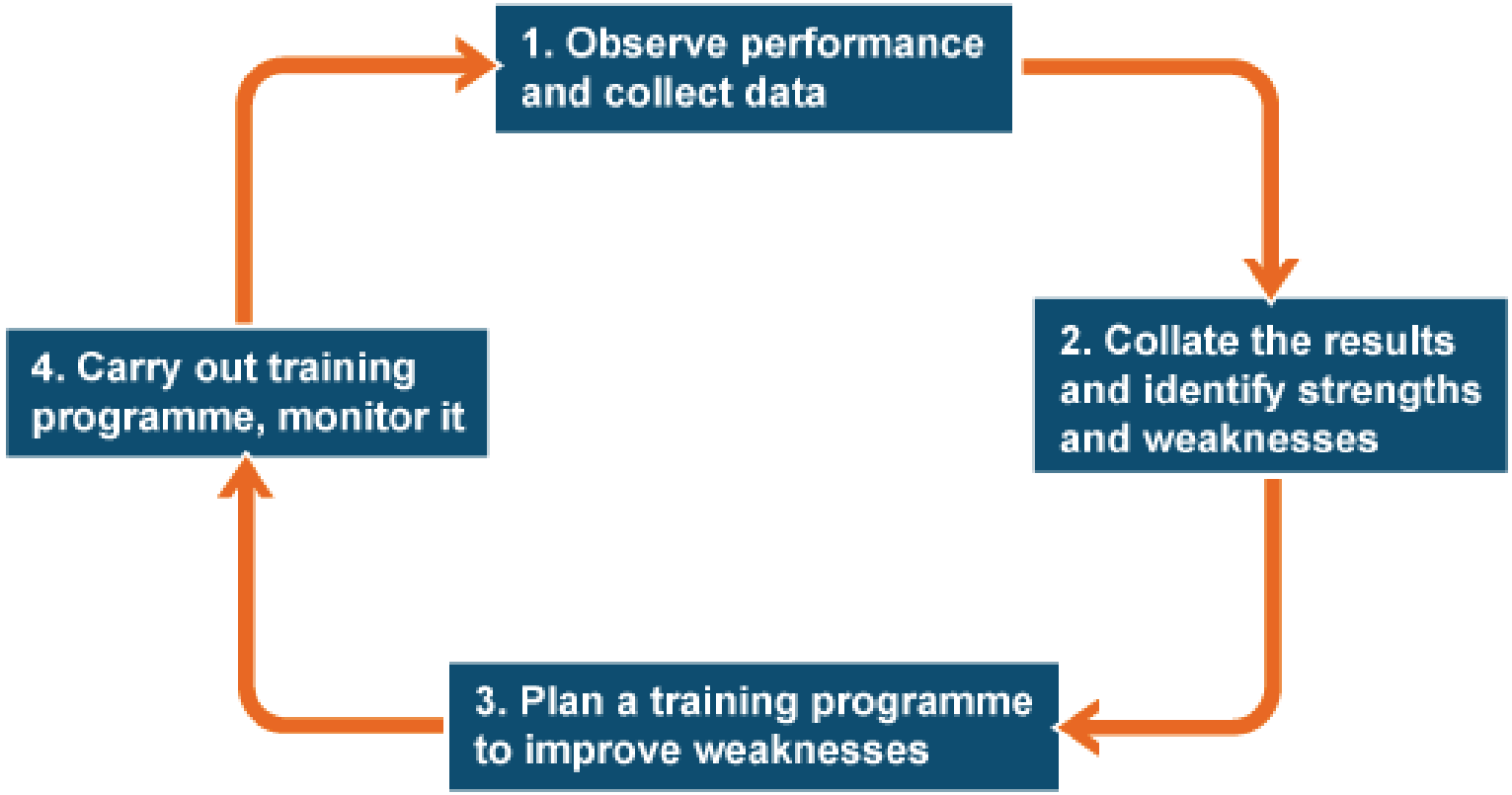
Collaboration

- Subject Reference groups
- Writing groups
- Focus groups
- School stakeholder consultation

Digital Technologies (New Subject)

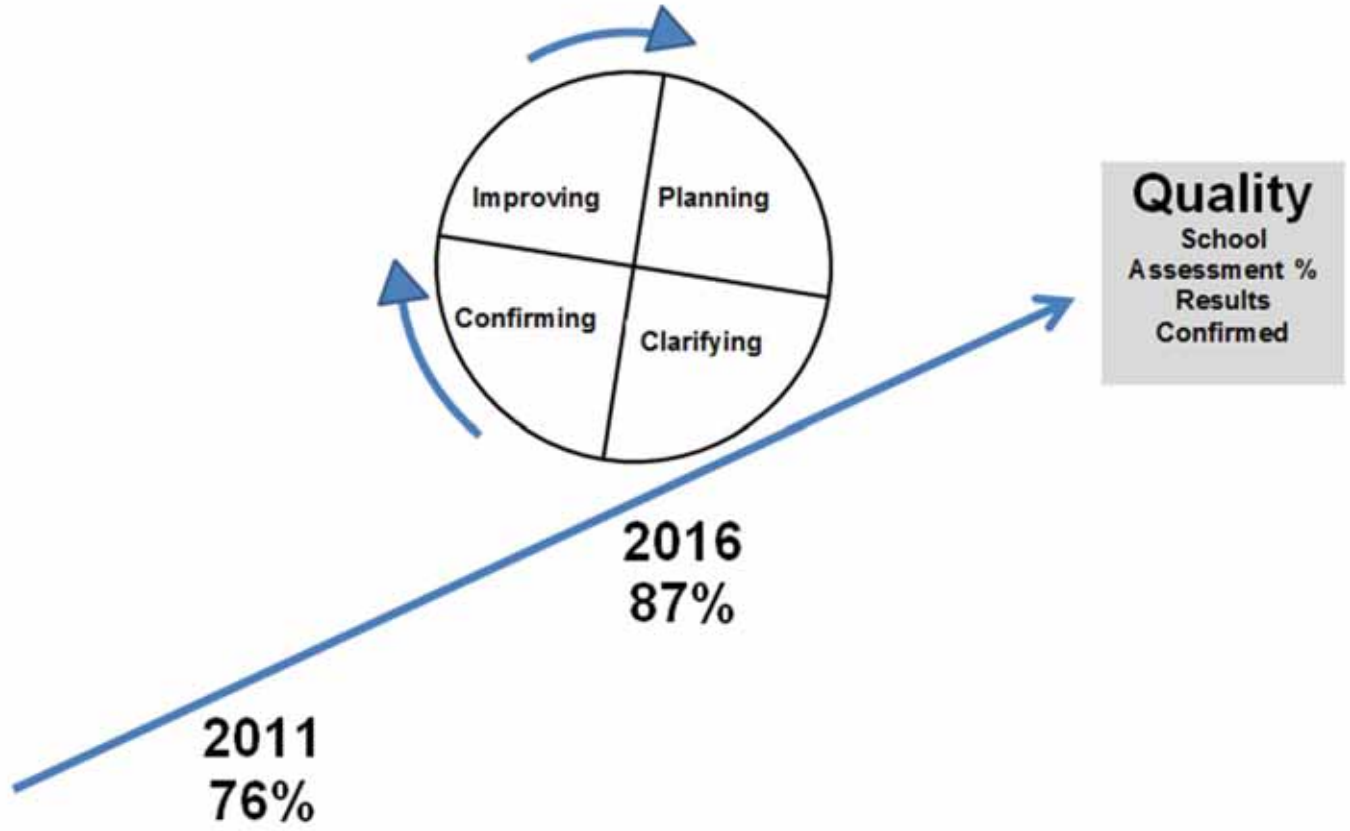
Physical Education

Example of a PE Question?

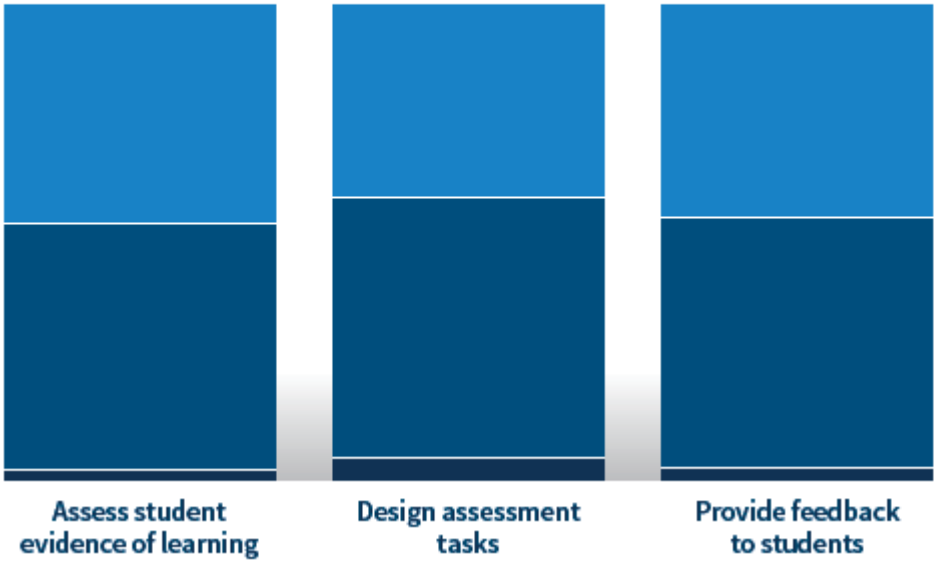


Online Professional Learning

Quality Management Systems



97.2% of teachers on average, felt prepared after a clarifying forum



KEY

- Well prepared
- Prepared
- Not prepared

Clarifying Forums: Level of preparedness using performance standardsafter participation **[2014]**

This is true…for only 20% of teachers

tv

From Andragogy to Heutagogy

Hase &Kenyon 2001)

"Educators must be knowledgeable and wise. They must know enough in order to change. They must change in order to get different results. They must become learners, and they must be self-developing" (Easton, 2008)

"Learners are most successful if they are mindful of themselves as learners and thinkers."

(Bransford et.al 1999)

"optimal conflict" (Kegan & Lahey 2009)

Timelines

- Term 1 2017 – procure and integrate
- Term 2 2017 – Benchmarking (panels)
- Term 1 2018 – Clarifying (all teachers)

Online Submission of Materials

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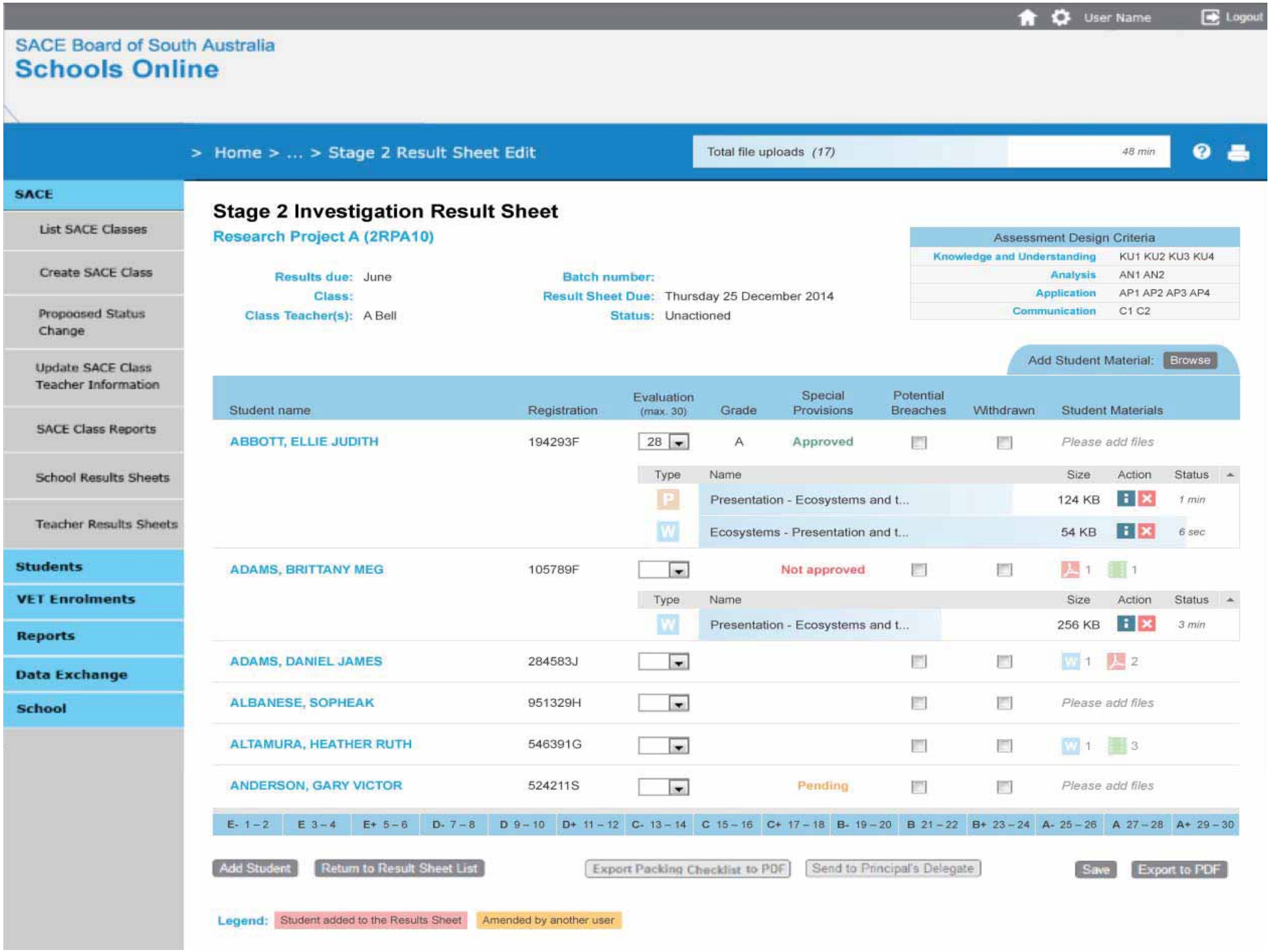
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Logout
SACE Board of South Australia
Schools Online
> Home > ... > Stage 2 Result Sheet Edit
Total file uploads (17)
48 min
SACE
List SACE Classes
Create SACE Class
Propoosed Status Change
Update SACE Class Teacher Information
SACE Class Reports
School Results Sheets
Teacher Results Sheets
Students
VET Enrolments
Reports
Data Exchange
School
Stage 2 Investigation Result Sheet
Research Project A (2RPA10)
Results due: June
Class:
Class Teacher(s): A Bell
Batch number:
Result Sheet Due: Thursday 25 December 2014
Status: Unactioned
Assessment Design Criteria
Knowledge and Understanding KU1 KU2 KU3 KU4
Analysis AN1 AN2
Application AP1 AP2 AP3 AP4
Communication C1 C2
Add Student Material: Browse
Student name
Registration
Evaluation (max. 30)
Grade
Special Provisions
Potential Breaches
Withdrawn
Student Materials
ABBOTT, ELLIE JUDITH
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ADAMS, BRITTANY MEG
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ADAMS, DANIEL JAMES
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ALBANESE, SOPHEAK
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ALTAMURA, HEATHER RUTH
546391G
ANDERSON, GARY VICTOR
524211S
Pending
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E- 1 – 2
E 3 – 4
E+ 5 – 6
D- 7 – 8
D 9 – 10
D+ 11 – 12
C- 13 – 14
C 15 – 16
C+ 17 – 18
B- 19 – 20
B 21 – 22
B+ 23 – 24
A- 25 – 26
A 27 – 28
A+ 29 – 30
Add Student
Return to Result Sheet List
Export Packing Checklist to PDF
Send to Principal's Delegate
Save
Export to PDF
Legend:
Student added to the Results Sheet
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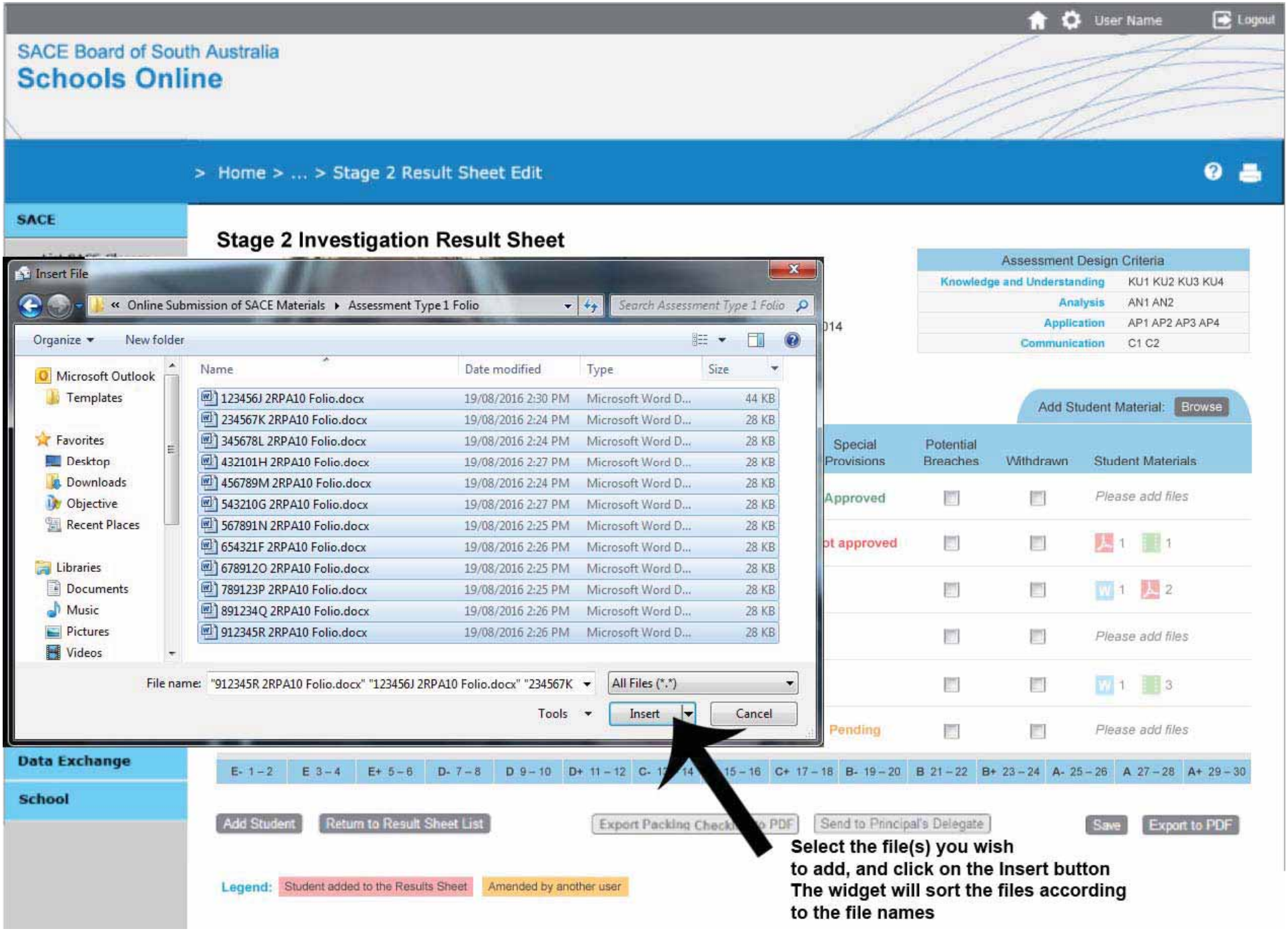
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Schools Online
> Home > ... > Stage 2 Result Sheet Edit
SACE
Stage 2 Investigation Result Sheet
Insert File
« Online Submission of SACE Materials ▸ Assessment Type 1 Folio
Search Assessment Type 1 Folio
Organize
New folder
Microsoft Outlook
Templates
Favorites
Desktop
Downloads
Objective
Recent Places
Libraries
Documents
Music
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Videos
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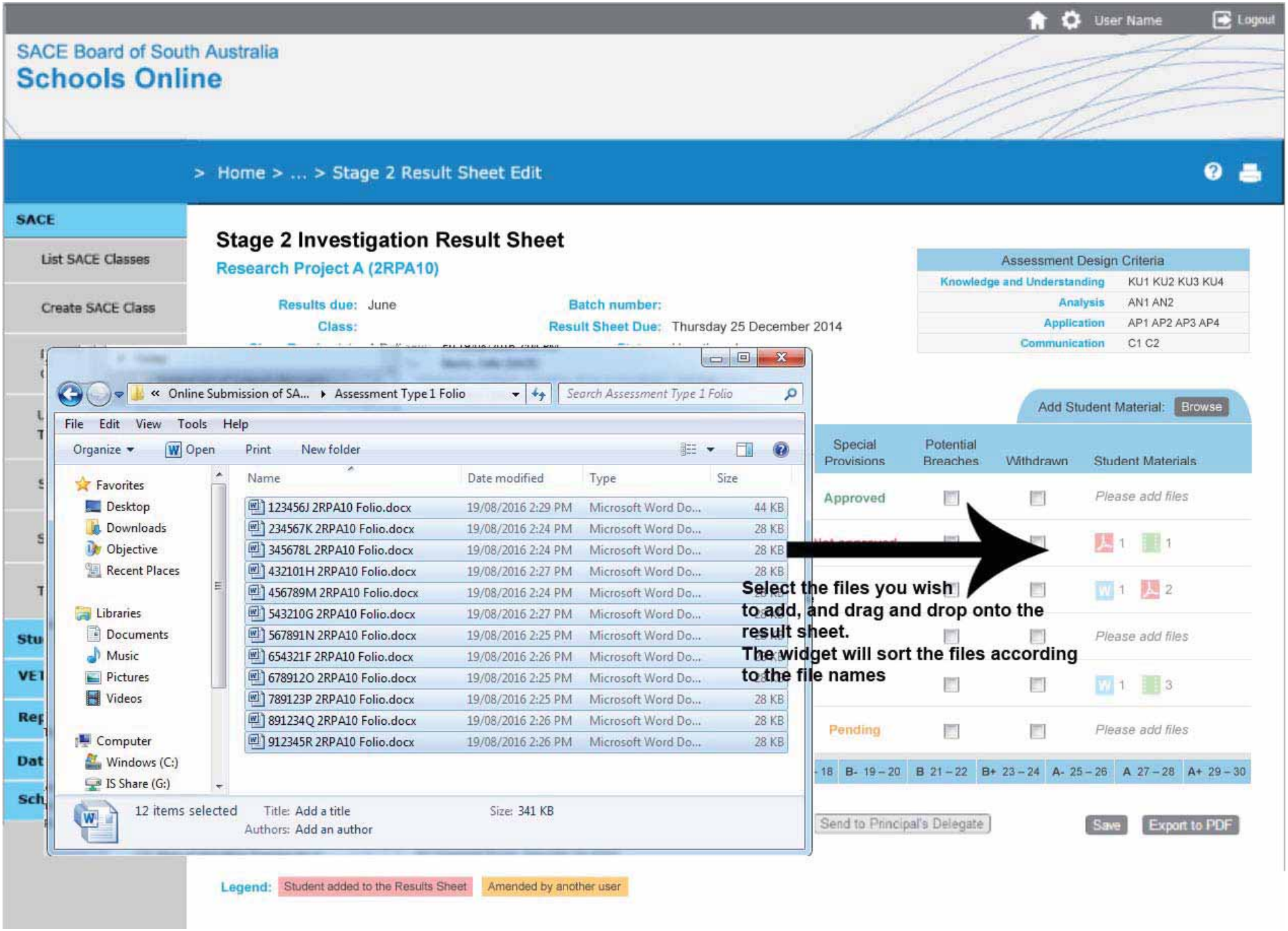
Assessment Design Criteria
Knowledge and Understanding KU1 KU2 KU3 KU4
Analysis AN1 AN2
Application AP1 AP2 AP3 AP4
Communication C1 C2
Add Student Material: Browse
Special Provisions
Potential Breaches
Withdrawn
Student Materials
Approved
Please add files
Pending
Please add files
Data Exchange
School
E- 1 – 2
E 3 – 4
E+ 5 – 6
D- 7 – 8
D 9 – 10
D+ 11 – 12
15 – 16
C+ 17 – 18
B- 19 – 20
B 21 – 22
B+ 23 – 24
A- 25 – 26
A 27 – 28
A+ 29 – 30
Add Student
Return to Result Sheet List
Send to Principal's Delegate
Save
Export to PDF
Legend:
Student added to the Results Sheet
Amended by another user
Select the file(s) you wish
to add, and click on the Insert button
The widget will sort the files according
to the file names


User Name
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SACE Board of South Australia
Schools Online
> Home > ... > Stage 2 Result Sheet Edit
SACE
List SACE Classes
Create SACE Class
Stage 2 Investigation Result Sheet
Research Project A (2RPA10)
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Knowledge and Understanding KU1 KU2 KU3 KU4
Analysis AN1 AN2
Application AP1 AP2 AP3 AP4
Communication C1 C2
Online Submission of SA... ▸ Assessment Type 1 Folio
Search Assessment Type 1 Folio
File Edit View Tools Help
Organize Open Print New folder
Favorites
Desktop
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Objective
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12 items selected
Title: Add a title
Authors: Add an author
Size: 341 KB
Add Student Material: Browse
Special Provisions
Potential Breaches
Withdrawn
Student Materials
Approved
Please add files
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Select the files you wish to add, and drag and drop onto the result sheet.
The widget will sort the files according to the file names
B- 19 – 20
B 21 – 22
B+ 23 – 24
A- 25 – 26
A 27 – 28
A+ 29 – 30
Send to Principal's Delegate
Save
Export to PDF
Legend:
Student added to the Results Sheet
Amended by another user

Online Submission of Materials

Consultation

Online Submission of SACE Material Timelines

- The tool to be available for a school readiness test in June 2017
- Refined for online marking and online moderating in November 2017

Online Marking of Investigations

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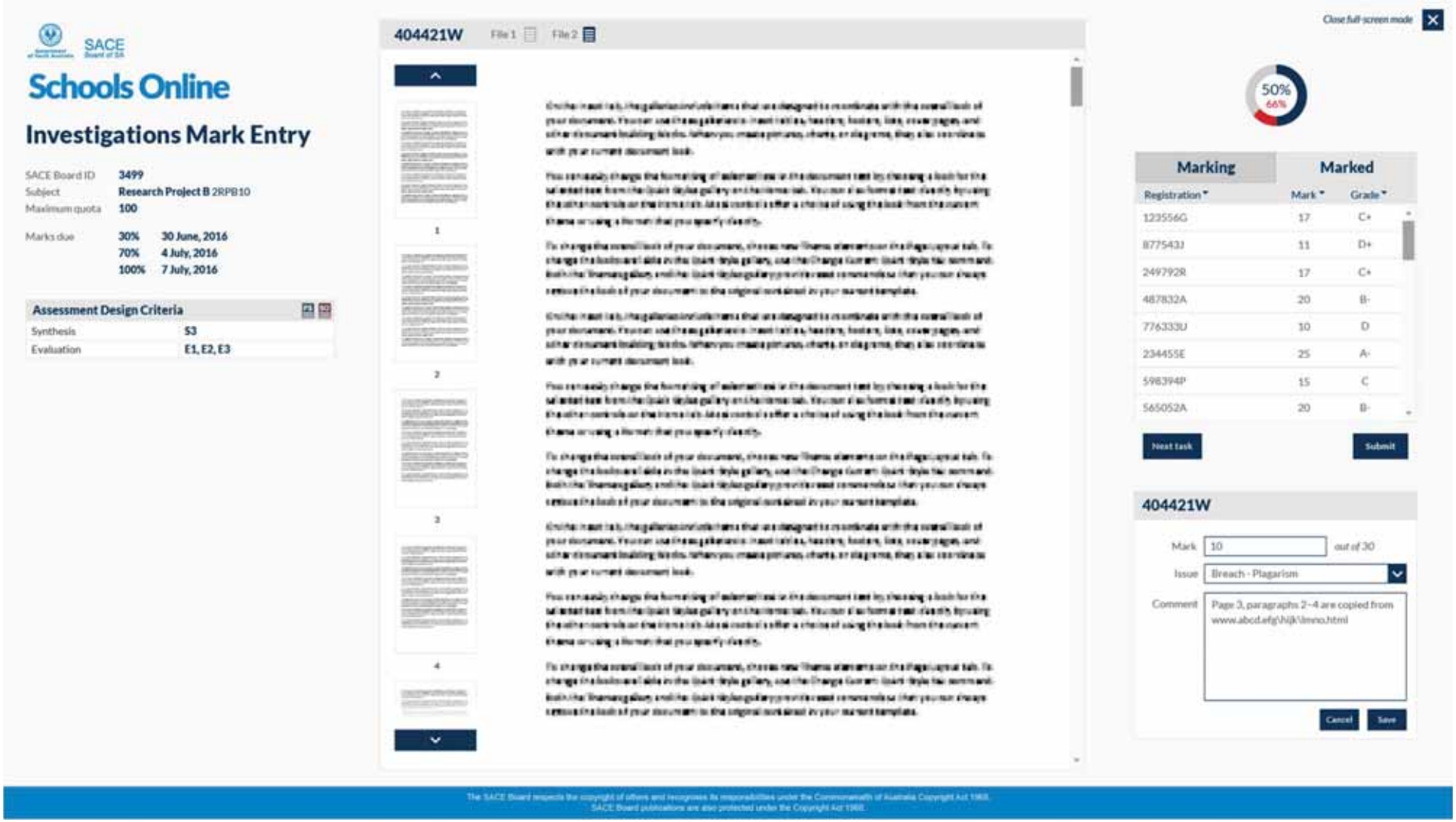

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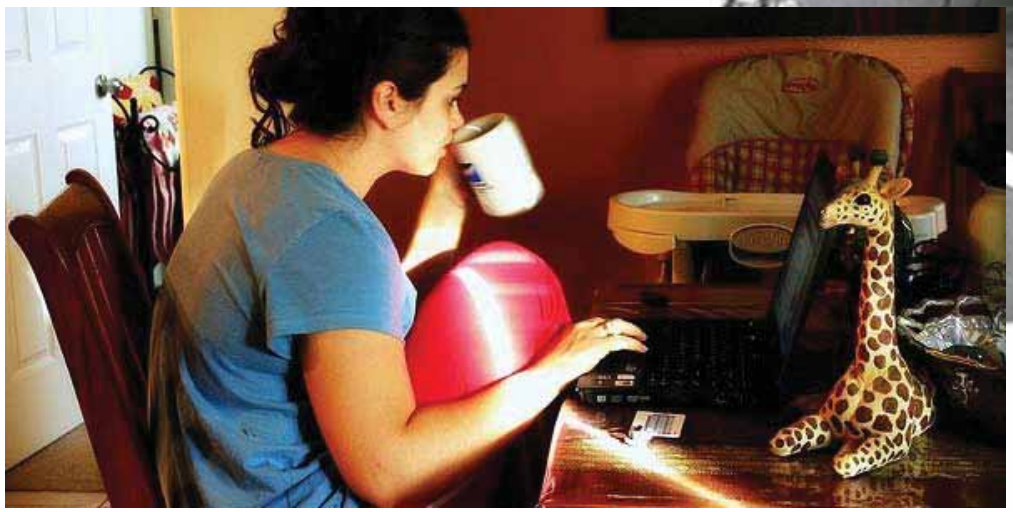
Design of Seeding Model

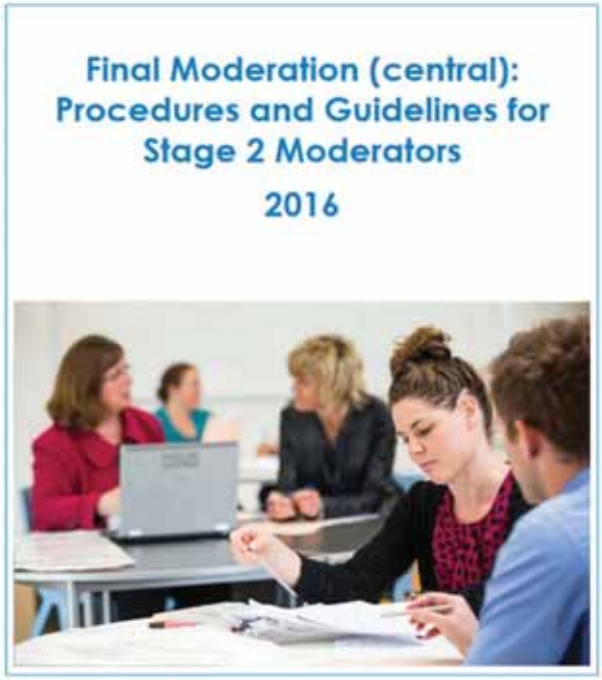
Online Moderation

What is Online Moderation?



Moderation of school assessment, c 1990

Online Moderation Procedures



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Online Moderation Feedback

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SACE Board of SA

Stage 2 Moderation Feedback

The SACE Board confirms school assessment results through a process of moderation. Moderation of teachers' assessment decisions ensures that standards are applied consistently across schools. The following information and the *Teacher Update - Stage 2 Moderation Feedback* publication are provided to help school leaders and teachers evaluate the effectiveness of their school assessment.

Stage 2 Physical Education **2PHE20**

School(s): SACE School

Teacher(s): Jane Citizen, John Smith Assessment Group(s): 1

Summary of moderation outcomes:

Assessment Type 1: Practical

- ☑ All results have been confirmed
- ☐ Some results have been confirmed
- ☐ Results in the following grade levels have been increased:

☐ A	☐ A-	☐ B+	☐ B	☐ B-	☐ C+	☐ C	☐ C-	☐ D+	☐ D	☐ D-	☐ E+	☐ E	☐ E-

- ☐ Results in the following grade levels have been decreased:

☐ A+	☐ A	☐ A-	☐ B+	☐ B	☐ B-	☐ C+	☐ C	☐ C-	☐ D+	☐ D	☐ D-	☐ E+	☐ E	☐ E-

Assessment Type 2: Folio

- ☐ All results have been confirmed
- ☑ Some results have been confirmed
- ☑ Results in the following grade levels have been increased:

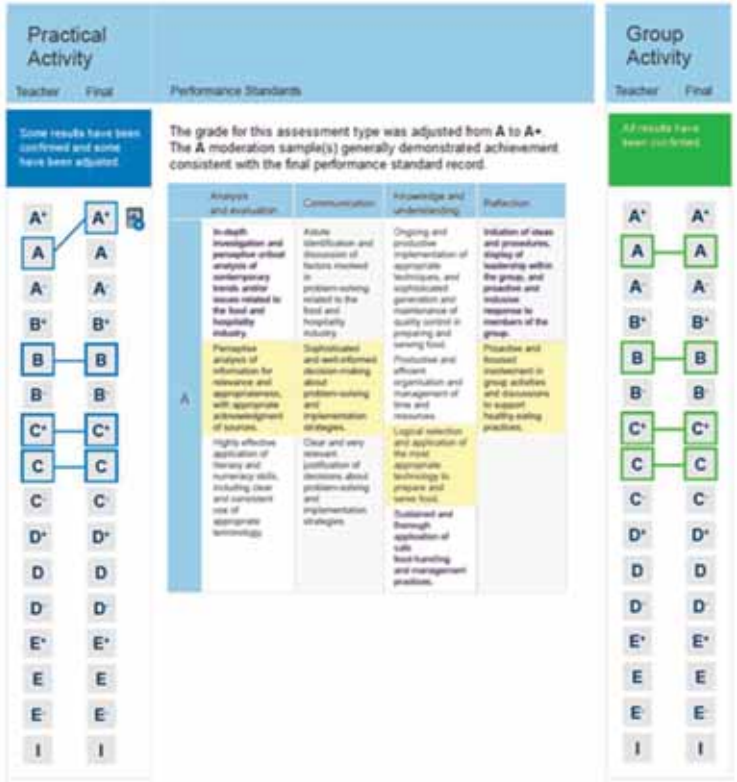
☐ A	☐ A-	☐ B+	☐ B	☐ B-	☐ C+	☐ C	☑ C-	☐ D+	☐ D	☐ D-	☐ E+	☐ E	☐ E-

- ☐ Results in the following grade levels have been decreased:

☐ A+	☐ A	☐ A-	☐ B+	☐ B	☐ B-	☐ C+	☐ C	☐ C-	☐ D+	☐ D	☐ D-	☐ E+	☐ E	☐ E-

Administration:

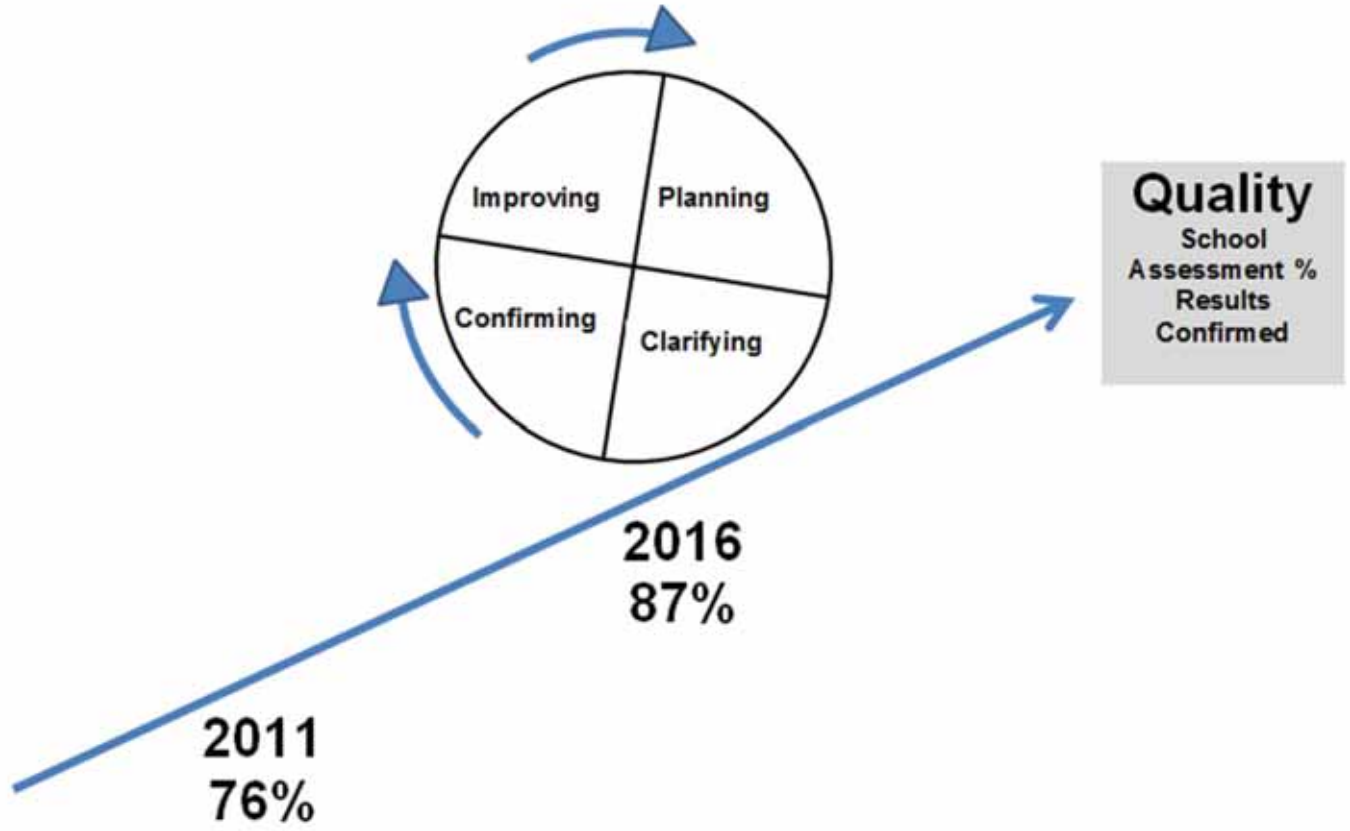
- ☑ Student materials for the nominated sample were prepared in accordance with Subject Operational Information.
- ☐ Feedback about the preparation of student materials for moderation has been provided over the page.



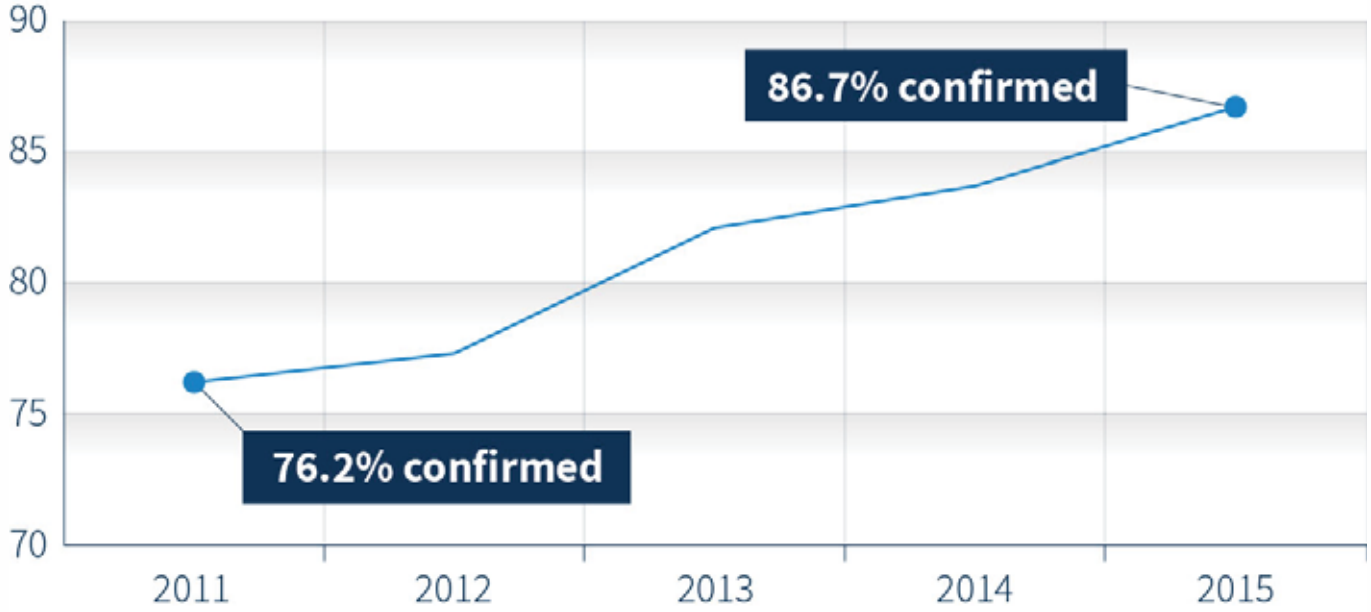
Please ensure in future submissions that the moderation package includes:

- ☒ Clearly labelled materials
- ☐ A "Variations - Moderation Materials" form
- ☐ Student materials for the nominated school assessment sample
- ☐ Student materials organised by assessment type
- ☐ Student materials in a format that is accessible during moderation
- ☐ An approved Learning and Assessment Plan (and addendum, if applicable)
- ☐ A complete set of task sheets according to the approved Learning and Assessment Plan

Quality Management Systems



Quality Assurance over and the new SACE



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

Opportunities

- Reduce the number of samples required
- Enhance fairness, validity and reliability
- Schools representing the quality of their assessment decisions
- Improved moderation feedback

What we have commenced

- Development of Online Moderation application
- Checked whether moderators can effectively review materials on screen
- Introduced new moderation procedures to improve the reliability of moderators' recommendations
- Redeveloped our moderation sample selection procedures

2017 Moderation Sample Selection

- The SACE Board will provide sample selection parameters that guide schools to select samples
  - Schools use the parameters to select samples for each assessment group, each assessment type
  - all samples for A+ results
  - one sample for each grade level A to E- (if multiple samples available at a grade level, school decides)

Benefits for Schools

- Less samples required for submission
- Values schools judgement about which samples represent their assessment decisions
- Atypical samples mostly excluded
- Samples could be selected and prepared ahead of results submission.

Challenges

- Perceptions
- Supporting schools to use selection parameters to select their moderation samples

Communication and Consultation

- SACE Managers – 2016
- Markers and Moderators – 2016
- Assessment Panels Reference Group – 2016
- Standards Leadership Team Forum – Feb 2017

Timelines

- September 2016 – Survey
- January 2017 – Communicate
- June 2017 – Online Submissions readiness test
- November 2017 – Online Submissions Materials
- November 2017 – Online Moderation

Onscreen Examinations

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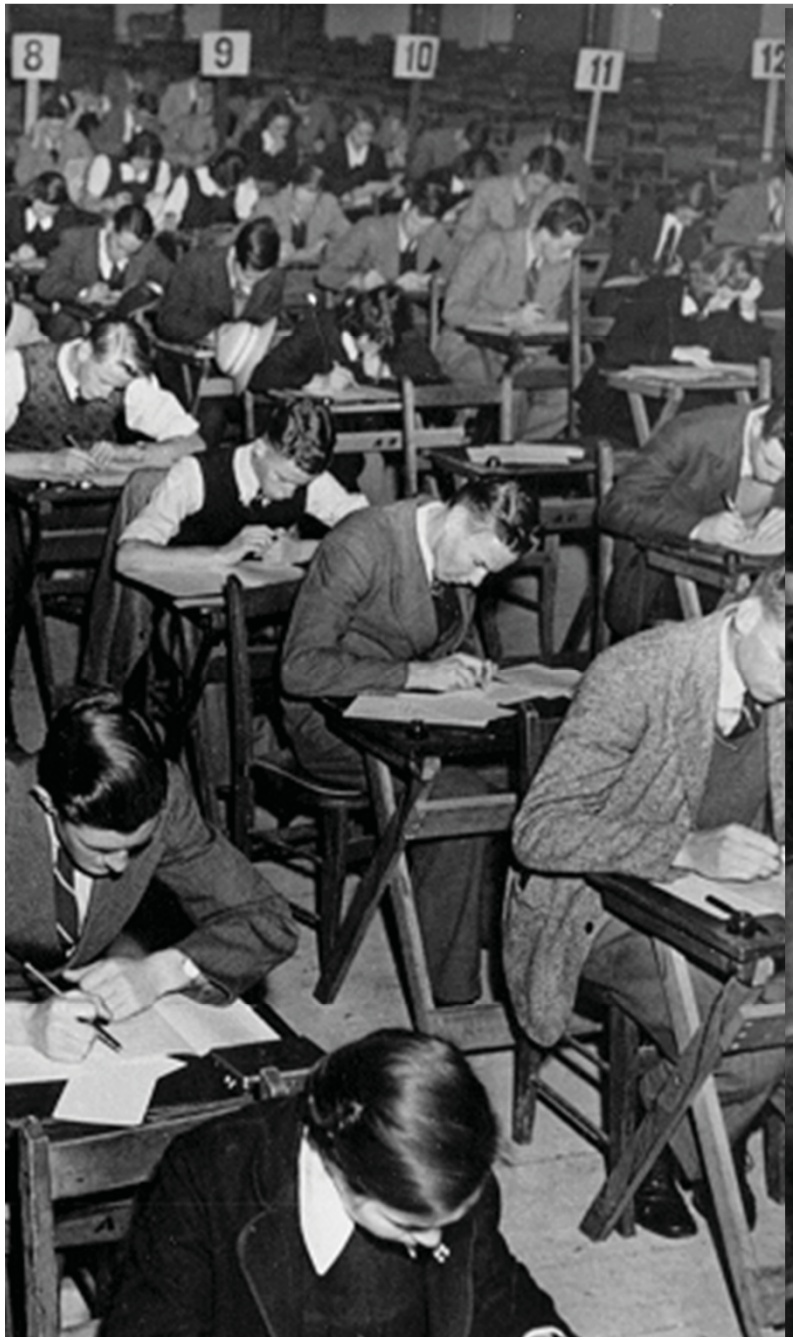
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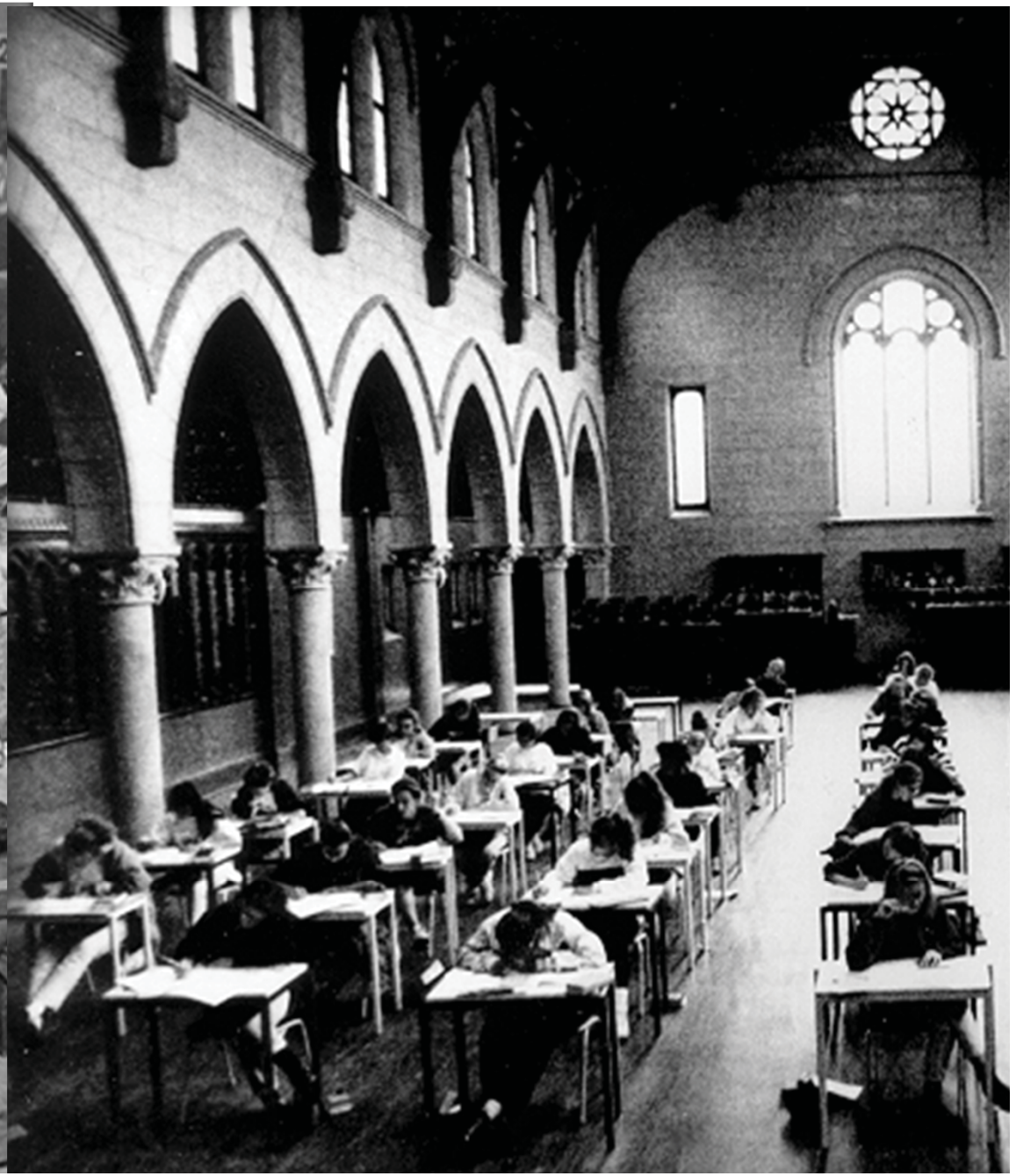


Onscreen Examinations

- The SACE Board will conduct 8 on screen examinations by 2020, commencing with English Literary Studies in 2018.

Onscreen Examinations

- English Literary Studies examination in 2018 will be responses to “close reading” tasks completed on-screen
- Others include:
  - English as an Additional Language
  - Geography
  - Modern History
  - Biology
  - Economics
  - Psychology
  - Accounting

Opportunities

- Reflect the way students are learning in the classroom
- Enable the assessment of a broad range of skills that students will need to succeed in work, further training or study in the 21st century

What we have commenced

- Considering national and international developments
- Exploring school readiness
- Procurement process
- Commenced investigation into:
  - scanning solutions
  - security
  - resourcing

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

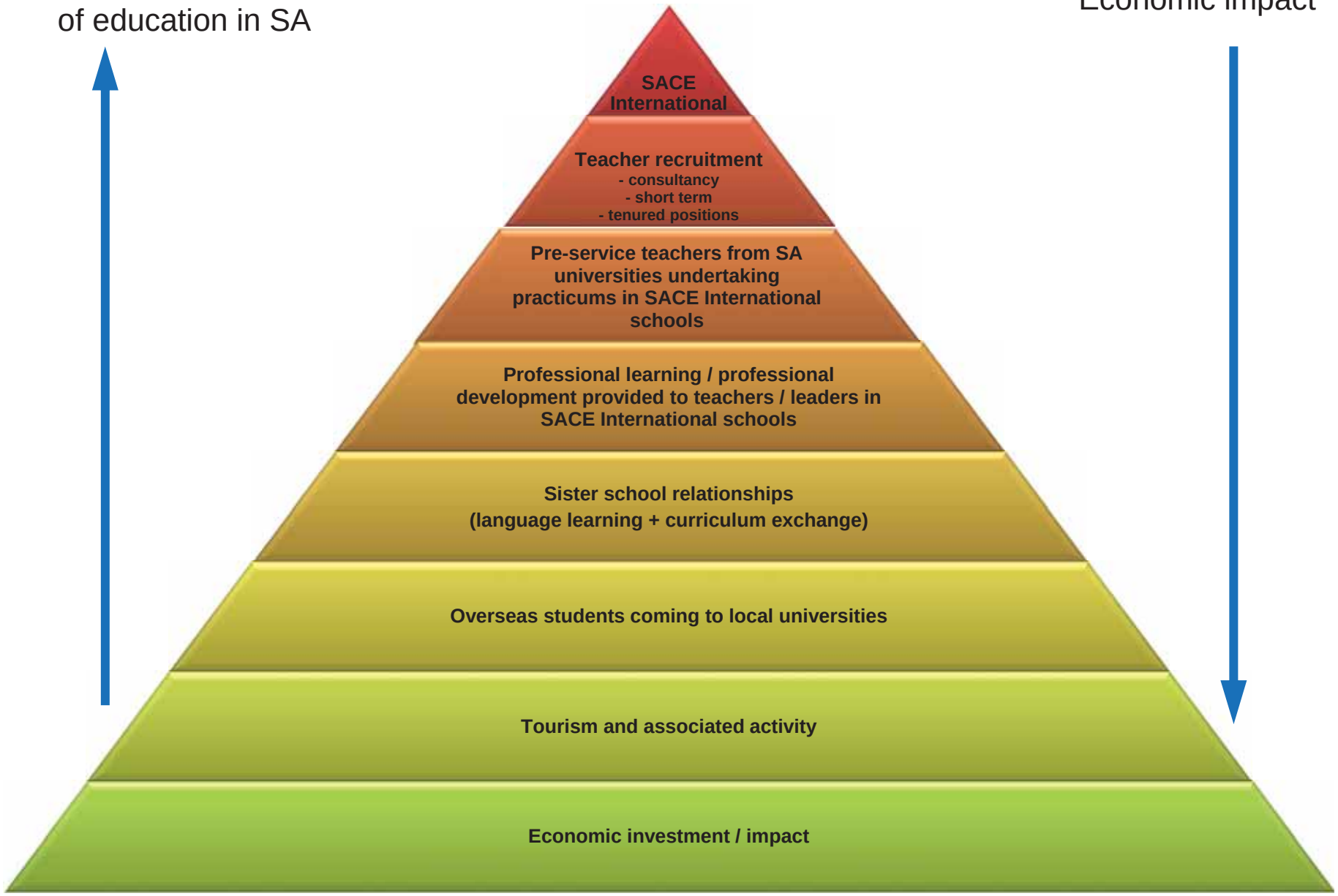
SACE International

The SACE must continue to thrive in a period characterised by rapid change, increased competition and the internationalisation of education

Key benefits

Generating a global perspective at all levels of education in SA

Economic impact



Leaders Forum

August 2016

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