

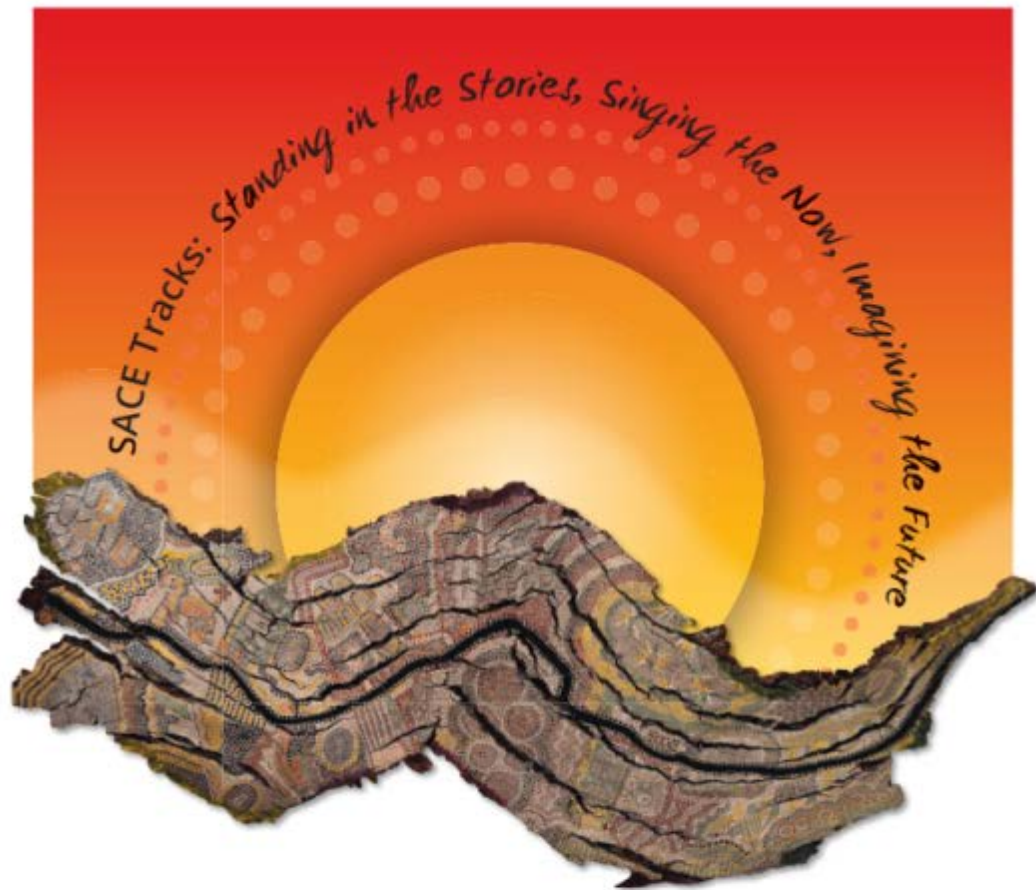
SACE Leaders Forum

March 6, 2017



Government
of South Australia

SACE | South Australian
Board of SA | Certificate of Education



SACE Board
Aboriginal Education Strategy
2017-2021





Part Four:
SACE Board Aboriginal
Education Strategy 2017–2021:

Respecting Your Place, Valuing Our Future



Part One: *Standing in the Stories*

'Indigenous students face additional barriers to positive educational outcomes that stem from historical dispossession and oppression'

Griffiths 2011, p 70

The following literature base and context provide a rationale for the development of the SACE Board Aboriginal Education Strategy 2017–2021 and highlight the direction of its agreed goals.





We must 'reject the notion of an inherent deficit in education among Aboriginal youths in favour of a different framework in which success can be attained when alternative ways of being are fostered and nurtured in schools'

Fryberg et al. 2012, p 72



'Educational organisations, schools, and the community need to work collaboratively to reaffirm a commitment to the success of Aboriginal young people, and work towards a holistic approach that encompasses students and parents and their personal and cultural history.'



'gives students the belief that they can celebrate their own culture and still be smart academically'

Stronger Smarter
Institute 2014, p 4



*'requires
the teacher having
depth of knowledge of
their subject area so they
are able to rework curriculum to
make it culturally appropriate to
Aboriginal students' experiences and
learning needs, without losing
the intellectual quality of the
content'*

Burgess and Berwick
2009, p 12





*'best practice in
Aboriginal schooling
highlights the need to
balance a rigorous academic
program with culturally
relevant learning experiences'*

Griffiths 2011, p 72





'The recommendations try to drive positive change by acknowledging that success in the SACE does not begin just in Years 10 or 11, and recognising that broader educational policy change in the former years is required.'



SACE Aboriginal Education Strategy

- Governance

- Steering Committee
- Working Group
 - Cross sectorial representation
 - University Deans of Indigenous Educations
 - Department of Sate Development
 - a high representation of Aboriginal people
 - Strengths-based approach



Developing the SACE Board Aboriginal Education Strategy 2017-2021

Given this context, this paper aims to highlight the emerging practice strategies that have successfully supported Aboriginal students through to the completion of their secondary education. Research undertaken to complete this paper included:

- an annotated literature review
- longitudinal analyses of SACE Board (and other relevant) data
- focus interviews with school leaders and Aboriginal support officers from ten schools identified through SACE and sector data as having demonstrated success in support of Aboriginal students' SACE achievement
- an identified focus group of eight Aboriginal SACE completers
- a voluntary focus group of parents of Aboriginal students.

*'successful schools
take a holistic approach to
Indigenous education, creating
a common vision across teaching
staff, students, families and the
local community'*

Griffiths 2011, p 75





Aspirational goals are essential if Aboriginal students are to be afforded the best chance to be involved in further training, higher education studies, or meaningful employment.



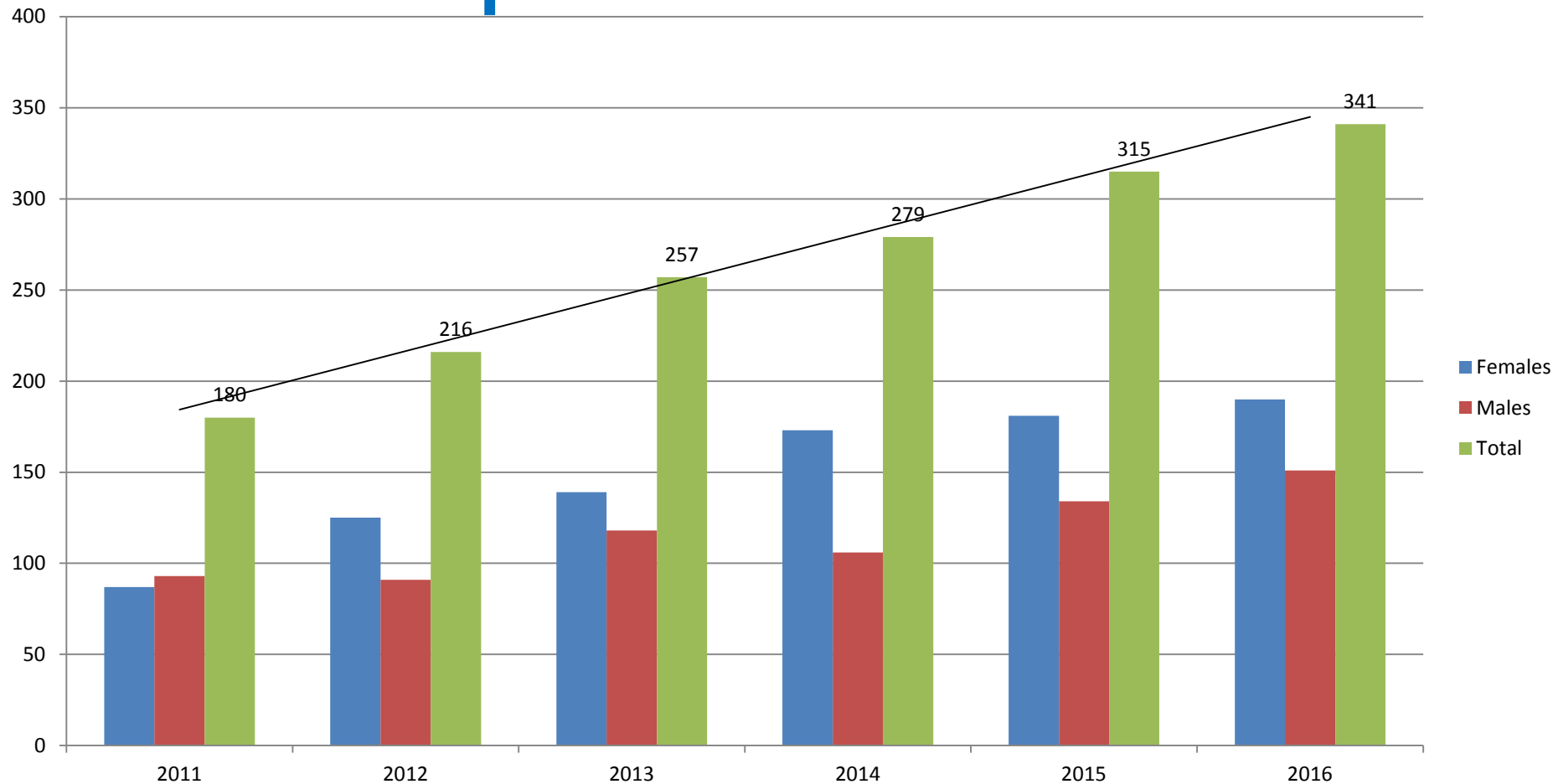


Part Four:
SACE Board Aboriginal
Education Strategy 2017–2021:

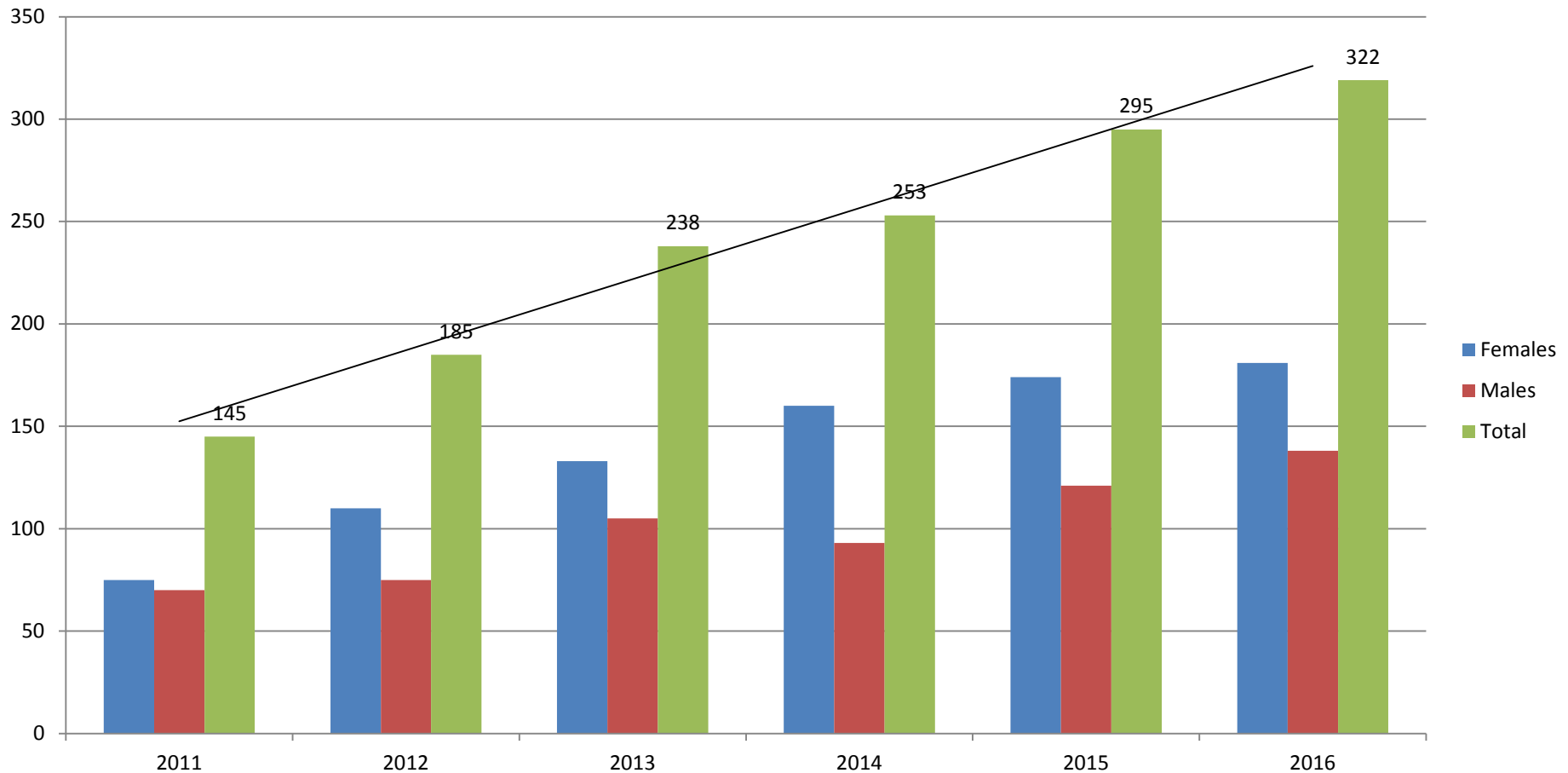
Respecting Your Place, Valuing Our Future



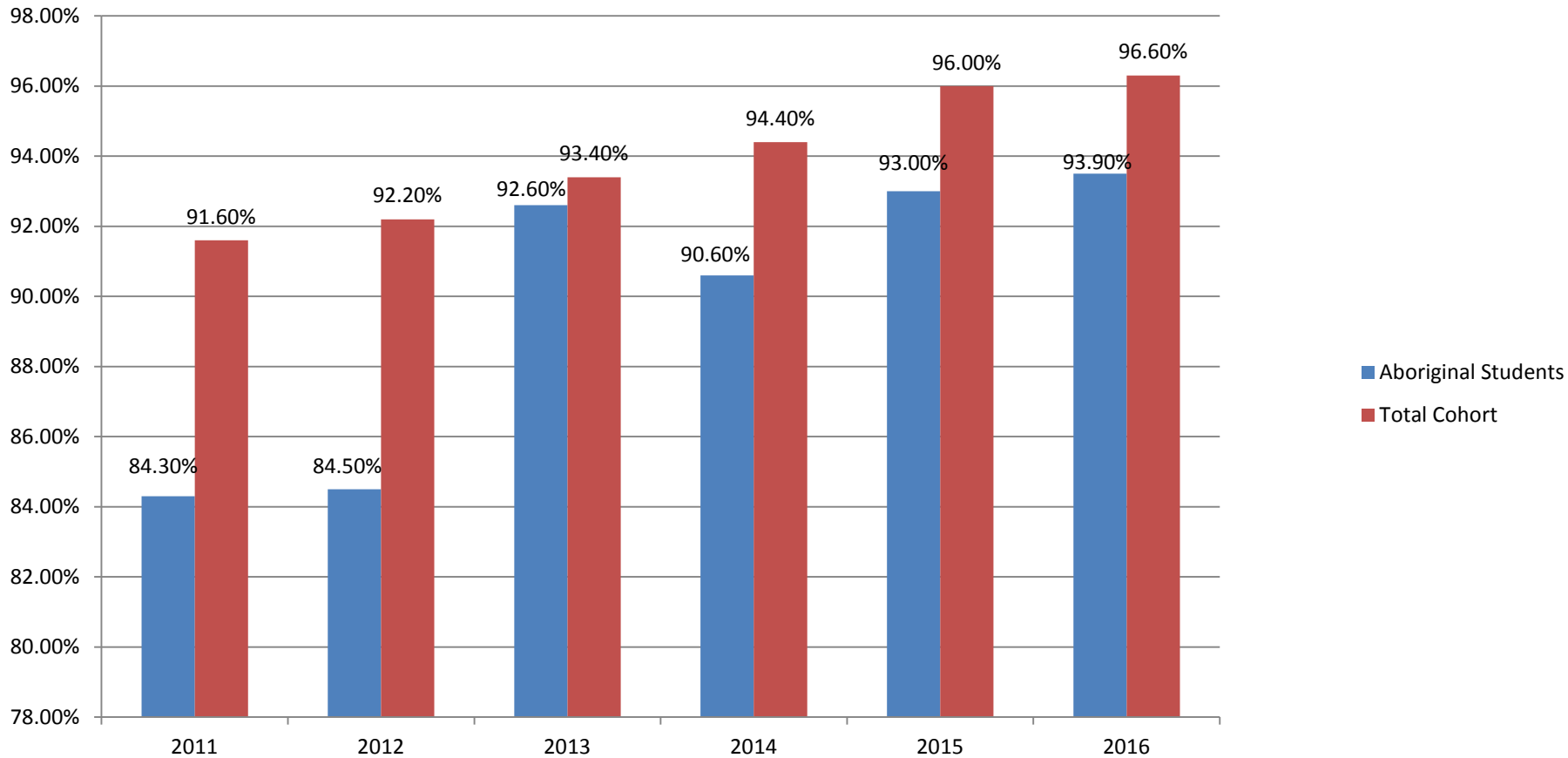
Aboriginal SACE Completers 2011-2016



Aboriginal SACE completers 2011-2016



Aboriginal SACE Completion Rate Compared to the Total Cohort 2011-2016



Near Misses 2013

Student Tracking Report Summary

Actual Completion report for registration list - 2013

Registration Name	No. Reqs Not Met	PLP	Stage 1		Free Choice	Stage 2		Credit Count					
			Literacy	Numeracy		80 Credits C- or Better	Research Project	Total Any Grade	Total C- or Better	Stage 1 Any Grade	Stage 1 C or Better	Stage 2 Any Grade	Stage 2 C- or Better
	1	Yes	Yes	Yes	Yes		Yes	215	135	130	70	70	50
	1	Yes	Yes	Yes	Yes		Yes	230	170	160	120	70	50
	1	Yes	Yes	Yes	Yes		Yes	240	190	120	80	70	60
	1	Yes	Yes	Yes	Yes		Yes	220	200	130	120	90	80
	1	Yes	Yes	Yes	Yes		Yes	190	120	120	50	70	70
	1	Yes	Yes	Yes	Yes		Yes	210	170	120	120	90	50
	1	Yes	Yes	Yes	Yes		Yes	210	150	120	100	90	50
	1	Yes	Yes	Yes	Yes		Yes	210	80	120	50	90	30
	1	Yes	Yes	Yes	Yes		Yes	210	120	120	90	90	30
	1	Yes	Yes	Yes	Yes		Yes	200	150	130	120	70	30
	1	Yes	Yes	Yes	Yes		Yes	200	160	130	110	70	50
	1	Yes	Yes	Yes	Yes		Yes	200	90	110	40	90	50
	1	Yes	Yes	Yes	Yes		Yes	260	250	120	120	70	60
	1	Yes	Yes	Yes	Yes		Yes	140	120	70	70	70	50
	1	Yes	Yes	Yes	Yes		Yes	260	160	130	130	130	30
	1	Yes	Yes	Yes	Yes		Yes	230	130	120	80	110	50
	1	Yes	Yes	Yes	Yes		Yes	250	210	130	110	70	50
	1	Yes	Yes	Yes	Yes		Yes	195	165	110	100	70	50
	2	Yes	Yes	Yes	Yes		Yes	210	120	140	70	70	50

19 records



Near Misses 2014

Student Tracking Report Summary

Actual Completion report for registration list - 2014

Registration	Name	No. Reqs Not Met	PLP	Stage 1		Free Choice	Stage 2		Credit Count					
				Literacy	Numeracy		60 Credits C- or Better	Research Project	Total Any Grade	Total C- or Better	Stage 1 Any Grade	Stage 1 C or Better	Stage 2 Any Grade	Stage 2 C- or Better
867825		0	Yes	Yes	Yes	Yes	Yes	Yes	260	260	110	110	70	70
266808		1	Yes	Yes	Yes	Yes	Yes	Yes	220	140	130	70	90	70
144864		1	Yes	Yes	Yes	Yes		Yes	205	145	125	85	80	60
853532		1	Yes	Yes	Yes	Yes		Yes	285	215	160	120	70	40
731179		1	Yes	Yes	Yes	Yes		Yes	230	130	160	100	70	30
575246		1	Yes	Yes	Yes	Yes		Yes	260	150	190	100	70	50
267519		1	Yes	Yes	Yes	Yes	Yes	Yes	215	185	110	90	70	60
359741		1	Yes	Yes	Yes	Yes		Yes	220	160	110	90	70	30
997231		1	Yes	Yes	Yes	Yes		Yes	240	130	150	80	90	50
387395		1	Yes	Yes	Yes	Yes		Yes	230	190	120	100	70	50
970086		1	Yes	Yes	Yes	Yes		Yes	200	150	110	100	90	50
958119		1	Yes	Yes	Yes	Yes		Yes	220	180	130	130	90	50
387555		1	Yes	Yes	Yes	Yes		Yes	165	115	90	80	70	30
279411		1	Yes	Yes	Yes	Yes		Yes	200	150	110	100	70	50
868998		1	Yes	Yes	Yes	Yes		Yes	200	110	130	60	70	50
648570		1	Yes	Yes	Yes	Yes		Yes	280	160	110	50	120	60
747063		1	Yes	Yes	Yes	Yes	Yes	Yes	325	305	120	110	90	80
333371		1	Yes	Yes	Yes	Yes		Yes	220	220	160	160	60	60
154758		1	Yes	Yes	Yes	Yes		Yes	240	200	130	110	70	50
251376		1	Yes	Yes	Yes	Yes		Yes	225	155	120	70	70	50
967088		1	Yes	Yes	Yes	Yes		Yes	215	195	100	100	70	50
837216		1	Yes	Yes	Yes	Yes		Yes	220	210	110	100	70	70
299932		1	Yes	Yes	Yes	Yes		Yes	210	130	120	80	90	50
660899		2	Yes	Yes	Yes	Yes		Yes	235	145	130	90	95	45
946738		2	Yes	Yes	Yes	Yes		Yes	220	140	110	50	70	50

25 records

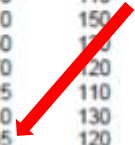
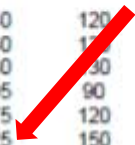


Near Misses 2015

Student Tracking Report Summary

Actual Completion report for registration list - 2015

Registration	Name	No. Reqs Not Met	PLP	Stage 1		Free Choice	Stage 2		Credit Count					
				Literacy	Numeracy		60 Credits C- or Better	Research Project	Total Any Grade	Total C- or Better	Stage 1 Any Grade	Stage 1 C or Better	Stage 2 Any Grade	Stage 2 C- or Better
993106L		1	Yes	Yes	Yes	Yes		Yes	200	140	120	90	80	50
803744F		1	Yes	Yes	Yes	Yes		Yes	200	160	120	110	70	50
585798W		1	Yes	Yes	Yes	Yes		Yes	210	180	130	120	70	50
521113T		1	Yes	Yes	Yes	Yes		Yes	225	195	90	80	70	50
100046X		1	Yes	Yes	Yes	Yes		Yes	245	175	120	90	90	50
694340T		1	Yes	Yes	Yes	Yes		Yes	275	225	150	140	90	50
416871W		1	Yes	Yes	Yes	Yes		Yes	210	160	120	120	90	40
308186J		1	Yes	Yes	Yes	Yes		Yes	200	130	130	80	70	50
888946T		1	Yes	Yes	Yes	Yes		Yes	200	100	110	70	90	30
424775W		1	Yes	Yes	Yes	Yes		Yes	220	110	150	60	70	50
807385L		1	Yes	Yes	Yes	Yes		Yes	210	150	120	90	80	60
806732J		1	Yes	Yes	Yes	Yes		Yes	230	170	120	80	70	50
630364L		1	Yes	Yes	Yes	Yes		Yes	275	225	110	100	90	50
583434W		1	Yes	Yes	Yes	Yes		Yes	200	140	130	110	70	30
747063E		1	Yes	Yes	Yes	Yes	Yes		385	365	120	110	90	80
786075F		1	Yes	Yes	Yes	Yes	Yes	Yes	270	210	150	110	70	50
688050R		1	Yes	Yes	Yes	Yes	Yes	Yes	220	120	130	90	90	30
308562E		1	Yes	Yes	Yes	Yes	Yes	Yes	250	210	130	130	90	50
245744J		1	Yes	Yes	Yes	Yes	Yes	Yes	220	150	130	90	90	60
467291J		2	Yes	Yes	Yes	Yes	Yes	Yes	200	160	130	120	70	40
20 records														



Near Misses 2016

No. Reqs. Not Met	PLP	Literacy	Numeracy	Free Choice	Research Project	50 Credits C- or Better	Stage 1 Any Grade	Stage 1 C or Better	Stage 2 Any Grade	Stage 2 C- or Better	Stage 1 or 2 Total Credit Count (Any Grade)	Stage 1 or 2 Total Credit Count (C or better)
1	Yes	Yes	Yes	Yes	Yes		130	120	90	50	220	170
1	Yes	Yes	Yes	Yes	Yes		140	130	80	20	220	150
1	Yes	Yes	Yes	Yes	Yes		165	85	70	30	235	115
1	Yes	Yes	Yes	Yes	Yes		130	110	70	50	200	160
1	Yes	Yes	Yes	Yes	Yes		140	100	90	50	230	150
1	Yes	Yes	Yes	Yes	Yes		150	150	100	50	250	210
1	Yes	Yes	Yes	Yes	Yes		110	90	90	50	200	140
1	Yes	Yes	Yes	Yes	Yes		130	110	70	50	200	160
1	Yes	Yes	Yes	Yes	Yes		145	125	60	40	205	165
1	Yes	Yes	Yes	Yes	Yes		165	105	90	30	255	135
1	Yes	Yes	Yes	Yes	Yes	Yes	140	100	80	80	220	180
1	Yes	Yes	Yes	Yes	Yes		150	100	70	50	220	150
1	Yes	Yes	Yes	Yes	Yes		140	120	90	50	230	170
1	Yes	Yes	Yes	Yes	Yes	Yes	145	125	145	125	290	250
1	Yes	Yes	Yes	Yes	Yes	Yes	305	295	90	80	395	375
1	Yes	Yes	Yes	Yes	Yes	Yes	110	90	140	110	250	200
1	Yes	Yes	Yes	Yes	Yes		185	105	80	50	265	155
1	Yes	Yes	Yes	Yes	Yes		185	175	110	50	295	225
1	Yes	Yes	Yes	Yes	Yes		110	70	90	50	200	120



Near Miss – Student 1

Biology - 1BIG10 2015	C		10	
Mathematical Applications - 1MCN10 2015	C		10	
Creative Arts - 1CVA10 2015	E		10	
SUBTOTAL		0	120	120 / 120

Stage 2 subjects (at least 60 credits)

English Communications - 2ECS20 2016	B		20	
Agricultural and Horticultural Studies - 2AHD20 2016	B-		20	

Research Project (10 credits)

Research Project B - 2RPB10 2016	B		10	
SUBTOTAL		0	50	50 / 70

- Stage 2 subjects needs a further 20 credits

TOTAL	0	180	180 / 200
--------------	----------	------------	------------------

Unused enrolments

Mathematical Applications - 2MCN20 2016	D+		20
Biology - 2BIG20 2016	E+		20

Unused credits

* Note: 1 unit = 10 credits

2MCN20 D+ AT1=C- AT2= D Exam = D
 2BIG20 E+ AT1 = E AT2= E+ Exam = D-



Near Miss – Student 2

Stage 2 subjects (at least 60 credits)

Outdoor Education - 2OUE10 2016	C+		10
---------------------------------	----	--	----

Research Project (10 credits)

Research Project B - 2RPB10 2016	C		10
SUBTOTAL	0	20	20 / 70

- Stage 2 subjects needs a further 50 credits

TOTAL	0	150	150 / 200
--------------	----------	------------	------------------

Precluded or incomplete enrolments

Precluded or incomplete enrolments	Reason for exclusion
Biology - 1BIG20 2015	Withdrawn
Media Studies - 1MES10 2015	Withdrawn
Media Studies - 1MES10 2015	Withdrawn

Unused enrolments

Unused enrolments	Unused credits
Research Practices - 1RPP10 2015	D 10
Mathematical Studies - 2MDS20 2016	D 20
Chemistry - 2CME20 2016	E+ 20
Physics - 2PYS20 2016	E- 20



2MDS20 D	AT1= C-	AT2= C-	Exam N
2CME20 E+	AT1= E+	AT2= E+	Exam E+
2PHY 20 E-	AT1 =did not submit	AT2= E	Exam E+



Near Miss – Student 3

FDF20111 - Certificate II in Food Processing	AQF II	Stage 1	Not Completed	Not Verified
2014 FDFPD2001A Operate a dicing, stripping or mincing process	Passed	30hrs		
SIB30110 - Certificate III in Beauty Services	AQF III	Stage 2	Not Completed	Not Verified
2016 SIBBFAS201A Demonstrate retail skin care products	Passed	25hrs		
2016 SIBBNLS205A Apply nail art	Passed	15hrs		
2016 SIRXMER001A Merchandise products	Passed	30hrs		
2016 SIRXOHS001A Apply safe working practices	Passed	20hrs		

Stage 2 subjects (at least 60 credits)

English Communications - 2ECS20 2016	B		20
Communication Products I - 2CCA20 2016	C		20
Certificate III in Beauty Services - Stage 2 2016	Completed		10

Research Project (10 credits)

Research Project B - 2RPB10 2016	B		10
SUBTOTAL	0	60	60 / 70

- Stage 2 subjects needs a further 10 credits

TOTAL	0	190	190 / 200
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Precluded or incomplete enrolments

Biology - 1BIG10 2015		Withdrawn
Research Project B - 2RPB10 2016		Withdrawn

Reason for exclusion

Unused enrolments

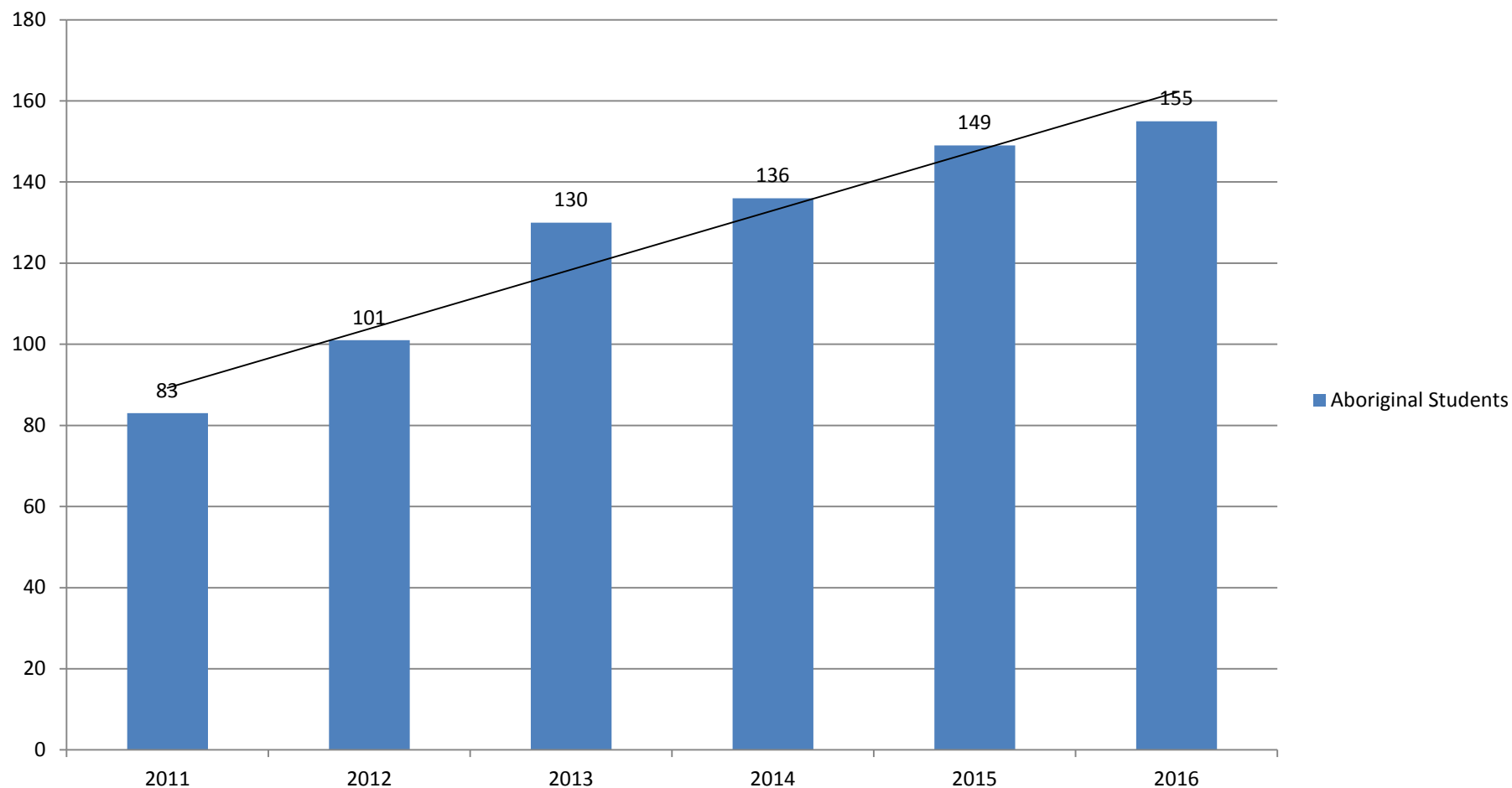
Numeracy for Work and Community Life - 1NWC10 2015	C		10
Visual Arts - Art - 1VAA10 2015	C		10
Biology - 2BIG20 2016	D+		20
Legal Studies - 2LEG20 2016	D+		20

Unused credits

2BIG20 AT1=C AT2=D EX=D
 2LEG20 AT1=D+ AT2=B- EX=E



Aboriginal SACE Completers receiving an ATAR 2011-2016



Number of 2016 Aboriginal SACE Completers who also completed a VET Certificate

VET Certificate – by AQF Level	Number of Students
Total Certificate I	8
Total Certificate II	15
Total Certificate III	106
Total Certificate IV	2
Total	131



Part Three:

Imagining the Future

In light of the literature base and the emerging data on student outcomes, the five strategies identified in the SACE Board Aboriginal Education Strategy 2012-2016 will be superseded by a new set of strategies. The findings of this paper recommend a focus on emerging practice Aboriginal education strategies that encompass:

- building on strengths
- encouraging pride in young Aboriginal people's cultural heritage
- emphasising holistic, collaborative, and proactive approaches to South Australian Certificate of Education (SACE) attainment.



Trends in number of SA Aboriginal students studying at least one Stage 1 or Stage 2 Subject

	<i>Number of Stage 1 Students</i>				<i>Number of Stage 2 Students</i>			
	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
SA Country	542	583	621	702	153	149	174	201
SA Metro	780	815	848	830	261	303	294	327
Total	1322	1398	1469	1532	414	423	468	529



Strategic Priorities 2017-2021

- **EMPOWERMENT: Identity and Belonging**
- **RESPECT: Strong Commitment and High Expectations Relationships**
- **LEADERSHIP: People and Culture**
- **CAPACITY BUILDING: Culturally Responsive Curriculum and Assessment**
- **ACHIEVEMENT: Excellence, Aspiration and Merit**
- **TRANSPARENCY: Data analysis and Evaluation**

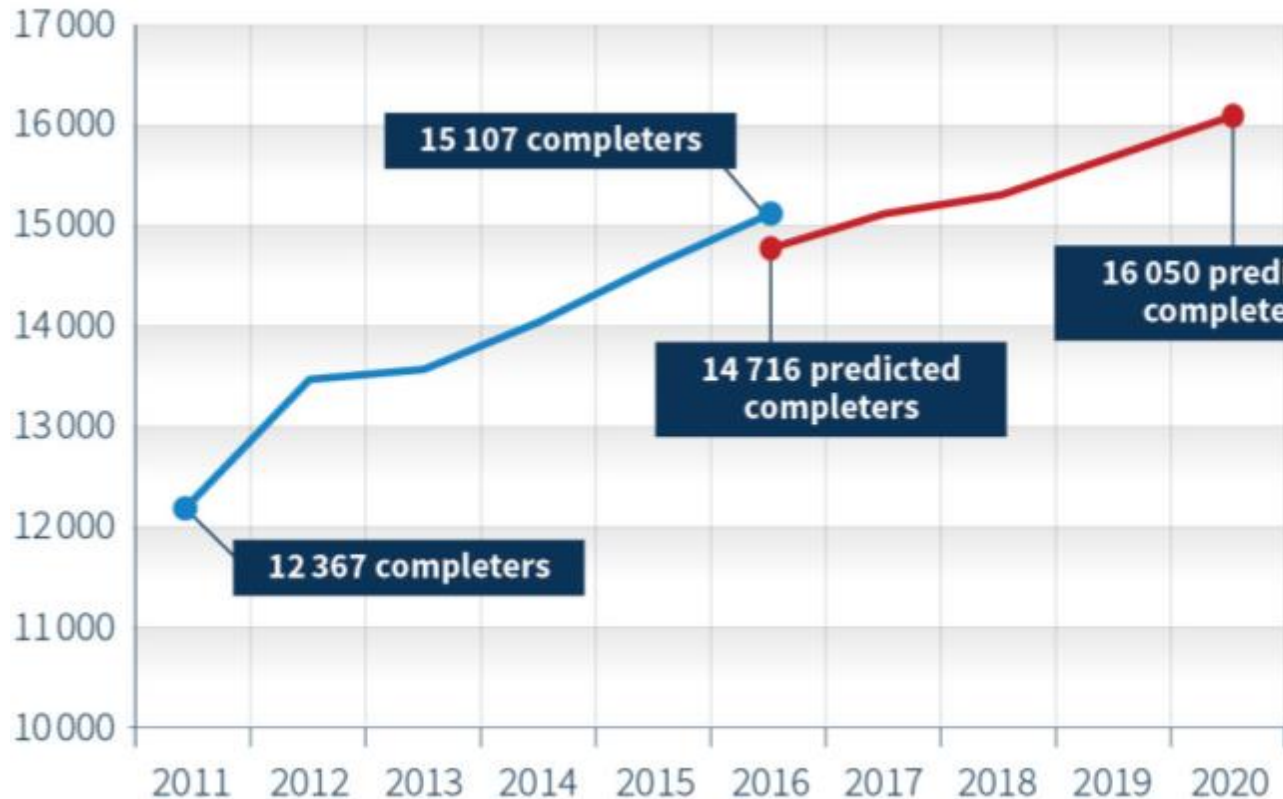


SACE Leaders Forum

March 6, 2017



Highlights



SACE completion:
Number of students in South Australia completing the SACE [2011–2016]

Predicted [2016–2020]

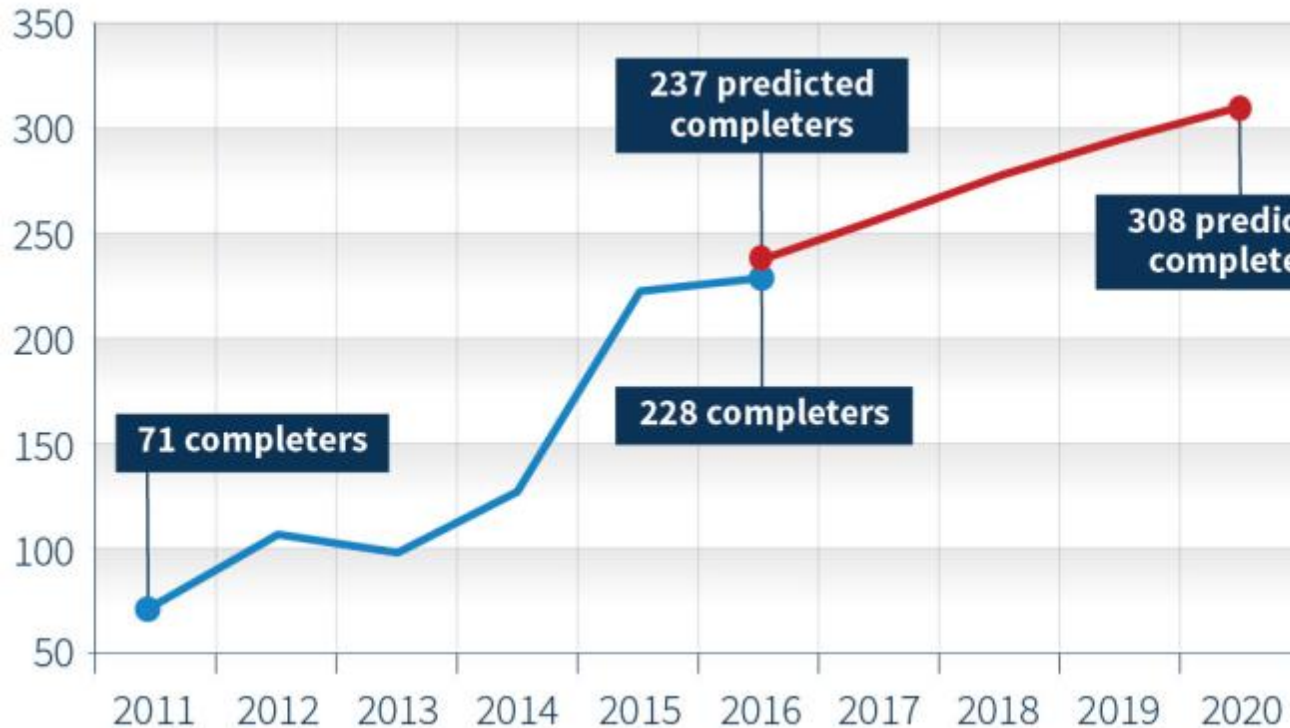
Highlights



Aboriginal Education Strategy:
Number of Aboriginal students in South Australia completing the SACE **[2011–2016]**

Predicted **[2016–2020]**

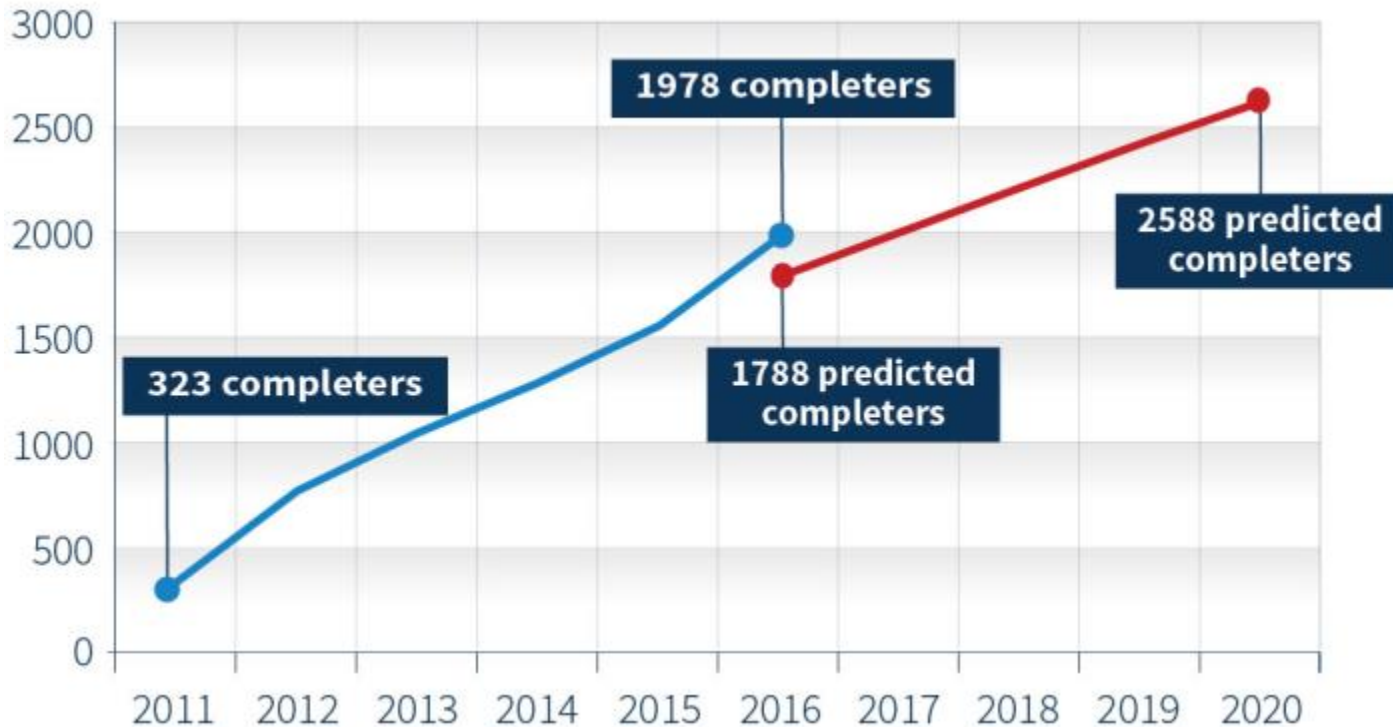
Highlights



Modified Subjects:
Number of students completing the SACE with at least one modified subject at Stage 1 or Stage 2
[2011–2016]

Predicted
[2016–2020]

Highlights

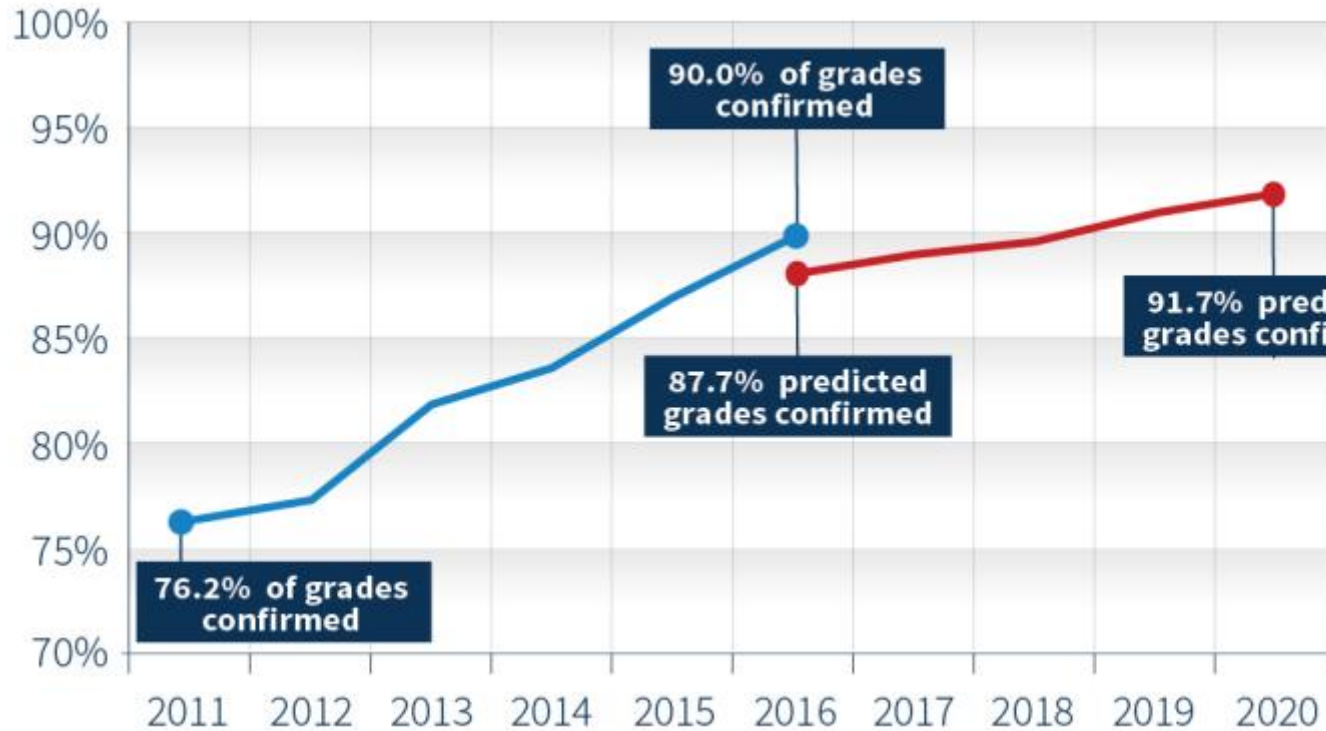


Vocational education and training:

Number of South Australian students who completed the SACE as well as a VET Certificate III [2011–2016]

Predicted [2016–2020]

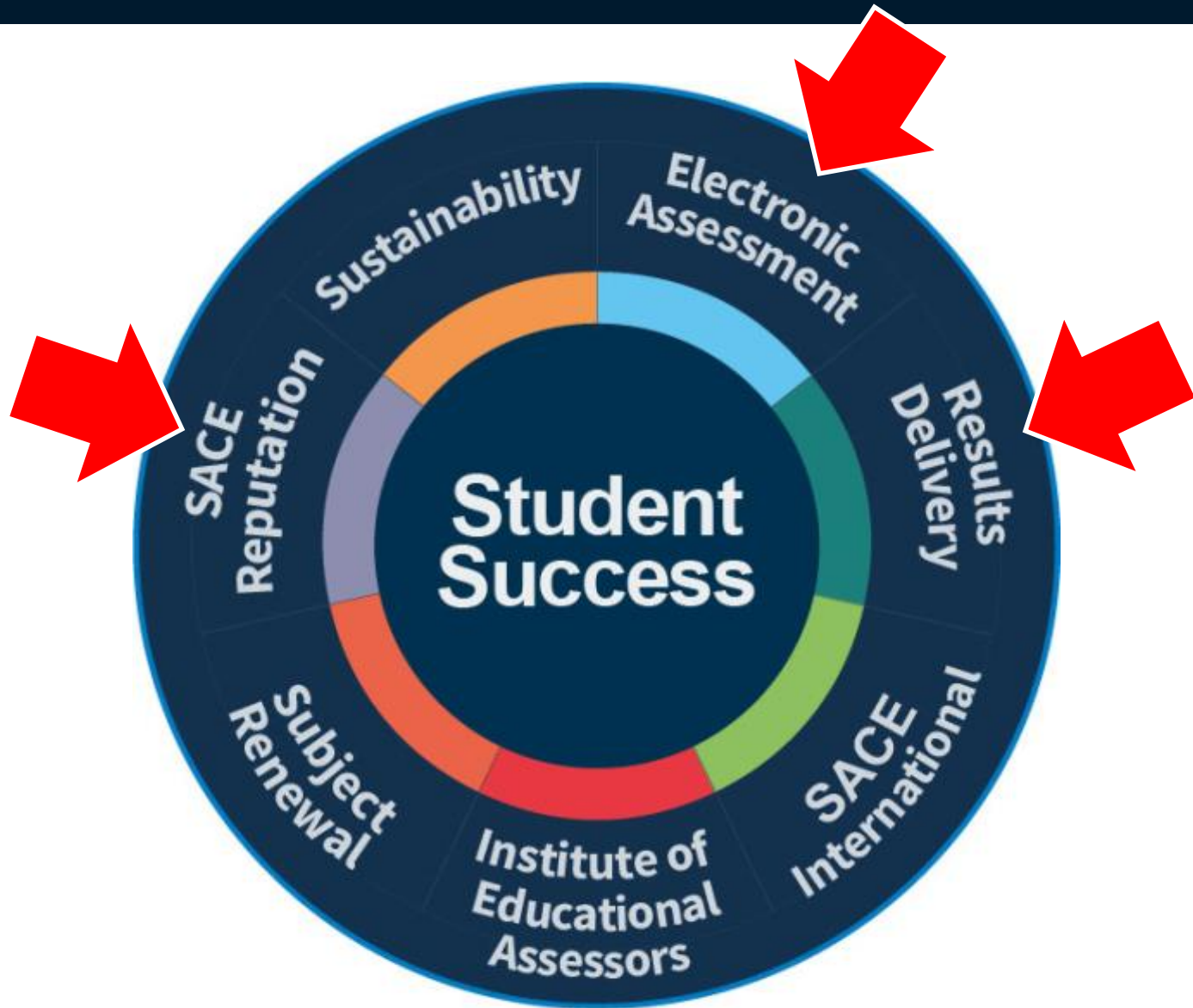
Highlights



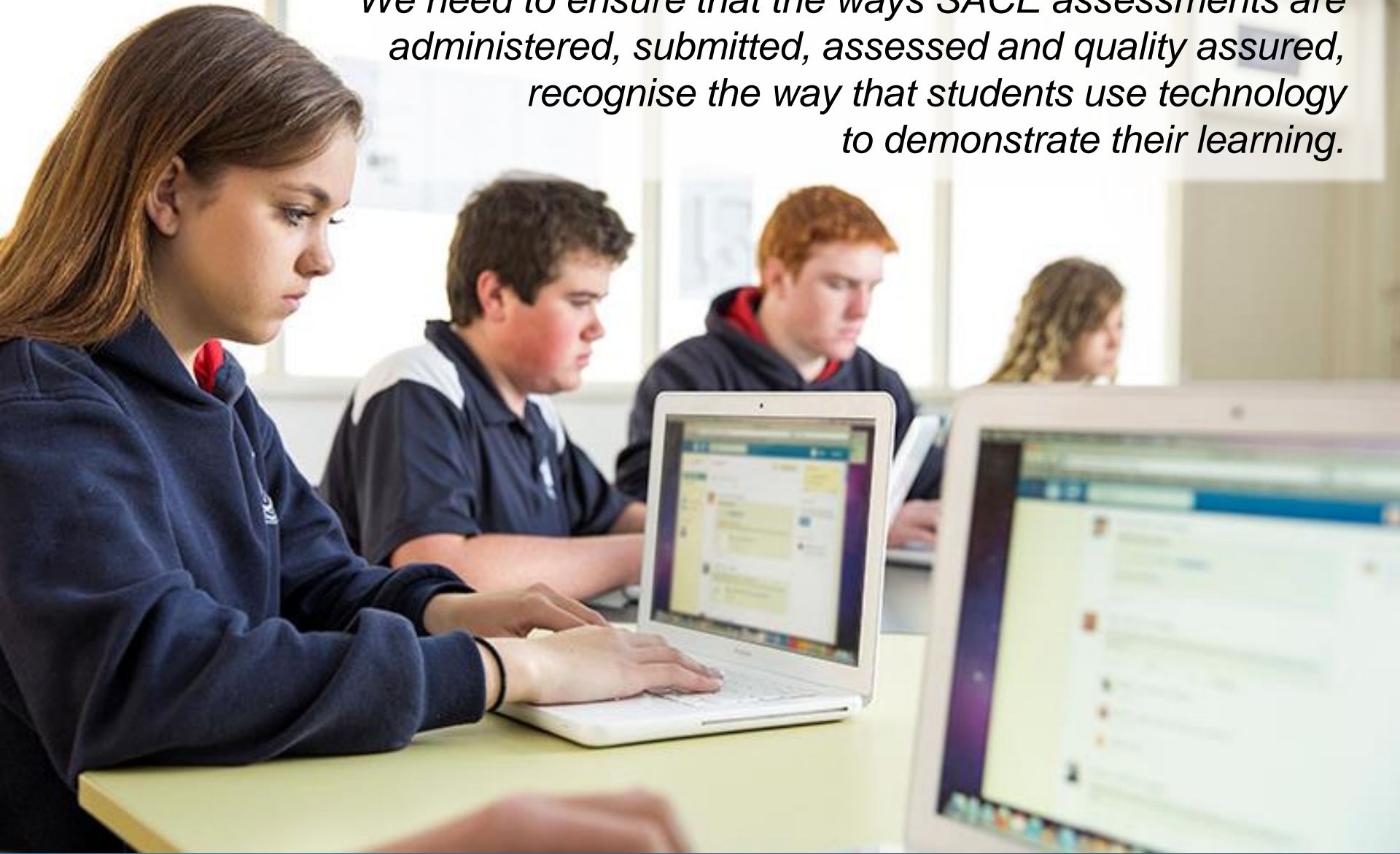
Moderation outcomes:
Proportion of South Australian Stage 2 school assessment component grades confirmed at moderation [2011–2016]

Predicted [2016–2020]

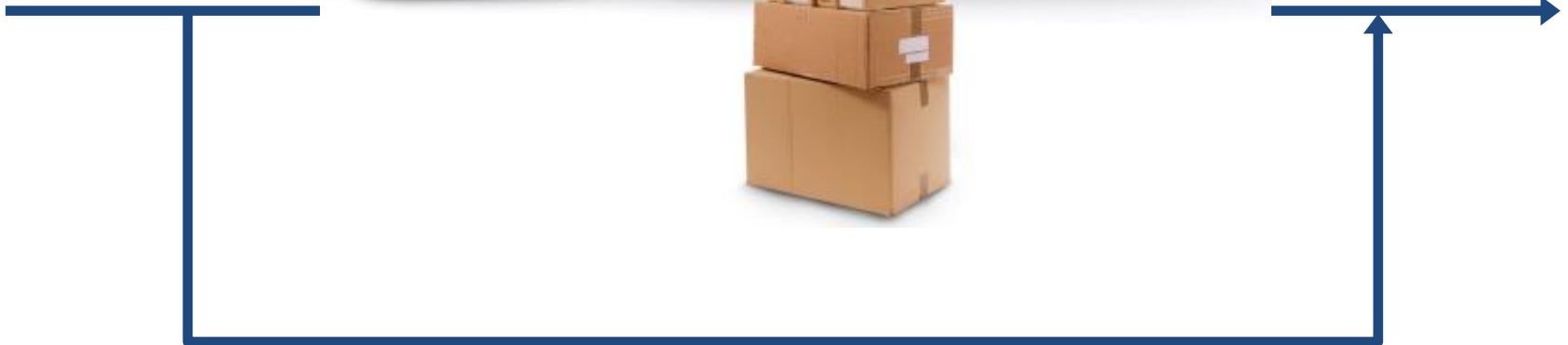
SACE Board Strategic Plan 2016-2020



We need to ensure that the ways SACE assessments are administered, submitted, assessed and quality assured, recognise the way that students use technology to demonstrate their learning.



Submission of Materials



Bypass



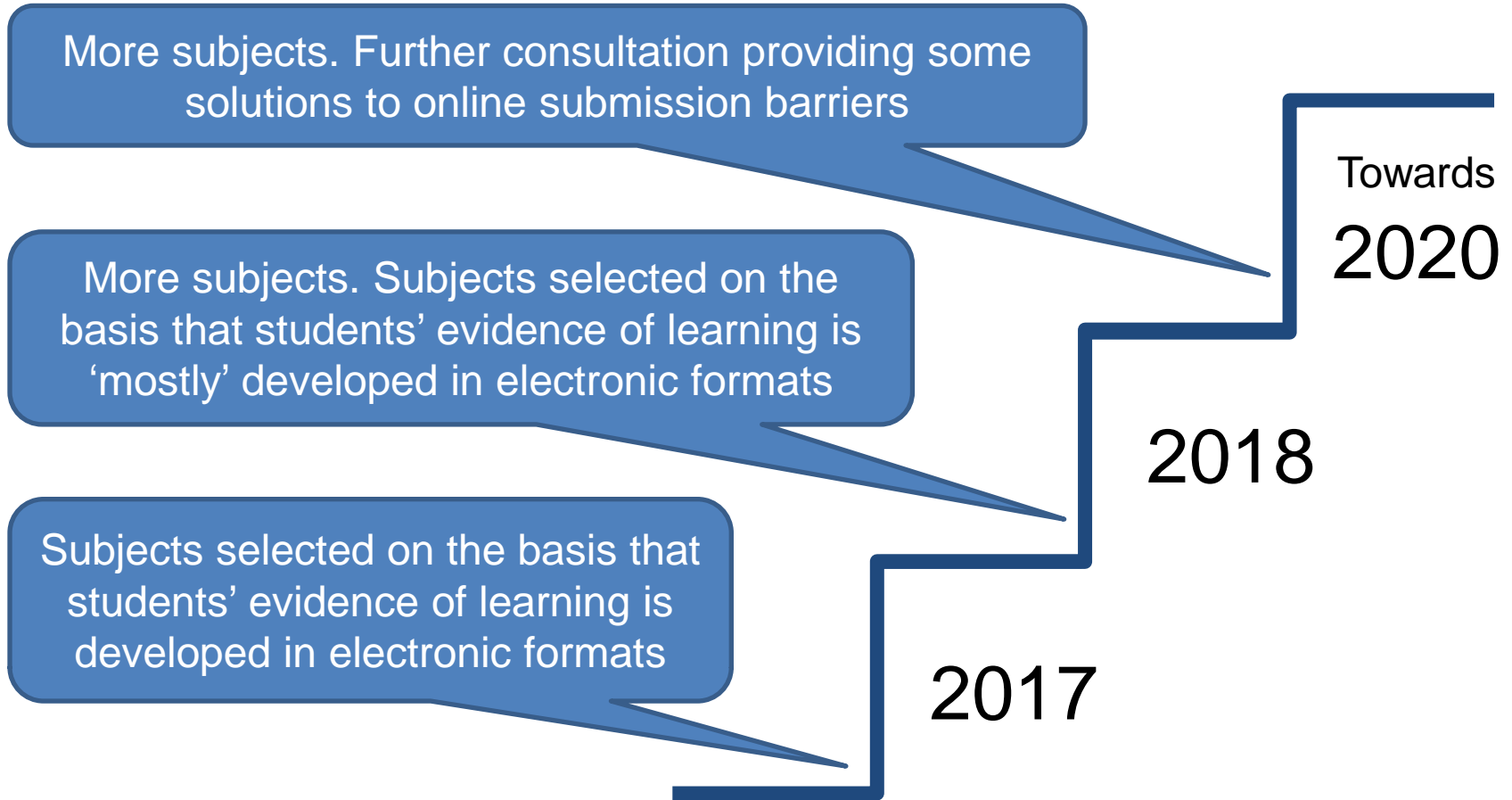
How much time do teachers spend preparing evidence for moderation and marking?

Less than 1 hour	8%
1-2 hours	21%
3-6 hours	30%
1 day	16%
More than 1 day	24%

School Assessment Materials

	Format		
	students develop	students submit	Teacher submits
All electronic	20%	17%	6%
Mostly electronic but some paper	36%	24%	7%
Some electronic but mostly paper	25%	26%	24%
All paper	19%	33%	63%

Journey to online submission, online moderation and online marking



Subjects commencing the online transition in 2017

School Assessment	External Assessment
Stage 2 Classical Studies Stage 2 English Literary Studies Stage 2 Indonesian (continuers) Stage 2 Media Studies Stage 2 Music Technology Stage 2 Philosophy	Stage 2 Health Stage 2 Media Studies Stage 2 Philosophy Stage 2 Essential English Stage 2 Community Studies

Functionality of Schools Online

Online Submission

Note: This will be linked to a video at a later date



Communication and preparation



Governing principles

Online submission

Online
moderation

Online
marking



‘The primary responsibility for school assessment and its integrity resides with schools.’



Discussion and Reflection

- questions
- implications
- feedback



Considerations

Online Submission of Materials

- School Bandwidth
- File formats/naming conventions
- Features of System

Online Marking and Moderation

- Viewing material on screen
- Device requirements
- Location of Activity – central or any location
- Training and Support

‘As professionals, teachers are best placed to make decisions about student’s learning, record their results and select student work for moderation.’



- Students
- SACE Classes
 - List SACE Classes
 - Create SACE Class
 - Proposed Status Change
 - Update SACE Class
 - Teacher Information
 - SACE Class Reports
 - School Result Sheets
- VET Enrolments
- Reports
- Data Exchange
- School

Stage 2 School Assessment Results Sheet

Mathematical Methods (2MHD20)

Class Teacher(s): C SCARBOROUGH

Class: <Not Set>

Assessment Group: 1

Results Due: December

Student Name	Registration	Sample	Skills and Applica
CHAN, LOUISA	670199H	<input checked="" type="checkbox"/>	A+
COSTER, NICOLE	460251F	<input checked="" type="checkbox"/>	A+
HOW YONG KIEN KHOON, SAM	434769L	<input checked="" type="checkbox"/>	A+
MCPHERSON, SAMUEL JAMES	619998F	<input checked="" type="checkbox"/>	A+
SAUNDERS, KELLY JANE	198270R	<input type="checkbox"/>	A-
VOIGT, STEELE LOUISE	507954X	<input checked="" type="checkbox"/>	A-
YUAN, RHEECE JOHN	825765J	<input type="checkbox"/>	A



Add Student Export to PDF Export Samples Save

Legend:
Student added to Results Sheet
Amended by another user

2017 Stage 2 Moderation: Moderation Task

English

2ESH20

Class
2

Assessment School
001

Assessment Group
1

Results due
December

SACE Board ID
9999

Teacher Materials

2 1

Skills and Application

Registration	School Results	Materials	PSR	VMM	Confirm
194293F	A+				Y
546391G	A				
105799F	A-				Y
951329H	B+				Y
546399G	B				Y
105788F	C				N
284599J	D+				Y
951338H	D				Y

Folio

Registration	School Re...	Materials	PSR	VMM	Confirm
194293F	A+				Y
105789F	A+				Y
105799F	A-				Y
284500J	B+				Y
105788F	C				Y
284599J	D+				
951338H	D				Y
284583J	E-				N

Recommendations

Grade L...	Skills an ...
A+	A+
A	
A-	A-
B+	B+
B	B
C	D+
D+	D+
D	D

Recommendations

Grade L...	Folio
A+	A+
A	A-
A-	A-
B+	B+
C	C
D+	
D	D
E-	D

Assessment

-
- task(s) did not provide adequate opportunity for students to demonstrate performance standards at the 'A' level.
- Students are required to demonstrate evidence of learning for Assessment Type 2: Folio tasks within the 1000 words specified in the Subject Outline.

Materials Submission

- Student materials appropriate to the file name (eg. correct student, correct assessment type, correct task)
- Student materials that are accessible (eg. readable, viewable, audible)
- A learning and assessment plan and the corresponding task sheets
- Anything else we may require that may be subject specific and prescribed in subject operational information e.g. solutions to assessment tasks.

Save Submit

2017 Stage 2 Moderation: Moderation Task

English

2ESH20

Class
2

Assessment Group
1

SACE Board ID
9999

Assessment School
001

Results due
December

Teacher Materials

W 2 P 1

Skills and Application

Registration	School Results	Materials	PSR	VMM	Confirm
194293F	A+	W P E P	PS	V	Y
546391G	A	W	PS		
105799F	A-	P W P E P	PS		Y
951329H	B+	W E P	PS	V	Y
546399G	B	W P E P	PS		Y
105788F	C	E P P	PS		N
284599J	D+	P P E P	PS		Y
951338H	D	P W P E	PS		Y

Folio

Registration	School Re...	Materials	PSR	VMM	Confirm
194293F	A+	W E P	PS		Y
105789F	A+	P W P E	PS		Y
105799F	A-	P P E P	PS		Y

Recommendations

Grade L...	Skills an ...
A+	A+
A	
A-	A-
B+	B+
B	B
C	D+ PS
D+	D+
D	D

Recommendations

Grade L...	Folio
A+	A+
A	A-
A-	A-

Assessment

-

task(s) did not provide adequate opportunity for students to demonstrate performance standards at the 'A' level.

Students are required to demonstrate evidence of learning for Assessment Type 2: Folio tasks within the 1000 words specified in the Subject Outline.

Materials Submission

- Student materials appropriate to the file name (eg. correct student, correct assessment type, correct task)
- Student materials that are accessible (eg. readable, viewable, audible)
- A learning and assessment plan and the corresponding task sheets
- Anything else we may require that may be subject specific and prescribed in subject operational information e.g. solutions to assessment tasks.

Practical Skills

Teacher Final

A*	A*
A	A
A-	A-
B*	B*
B	B
B-	B-
C*	C*
C	C
C-	C-
D*	D*
D	D
D-	D-
E*	E*
E	E
E-	E-
I	I

Some results have been confirmed and some have been adjusted.

Performance Standards Record

The grade for this assessment type was adjusted from A to B+.

The A moderation sample(s) generally demonstrated achievement consistent with the final performance standard record (below).

Key: Teacher Final

	Investigation	Analysis and Evaluation	Application	Knowledge and Understanding
A	Designs logical, coherent, and detailed biological investigations. Critically and logically selects and consistently and appropriately acknowledges information about biology and issues in biology from a range of sources. Manipulates apparatus and technological tools carefully and highly effectively to implement well-organised, safe, and ethical investigation procedures. Obtains, records, and displays findings of investigations, using appropriate conventions and formats accurately and highly effectively. T	Critically and systematically analyses data and their connections with concepts, to formulate logical and perceptive conclusions and make relevant predictions. Critically and logically evaluates procedures and suggests a range of appropriate improvements.	Applies biological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts. Uses appropriate biological terms, conventions, formulae, and equations highly effectively. Demonstrates initiative in applying constructive and focused individual and collaborative work skills.	Consistently demonstrates a deep and broad knowledge and understanding of a range of biological concepts. Uses knowledge of biology perceptively and logically to understand and explain social or environmental issues. Uses a variety of formats to communicate knowledge and understanding of biology coherently and highly effectively.
	Designs well-considered and clear biological investigations. T Logically selects and appropriately acknowledges information about biology and issues in biology from different sources. Manipulates apparatus and technological tools carefully and mostly effectively to implement organised, safe, and ethical investigation procedures.	Clearly and logically analyses data and their connections with concepts, to formulate consistent conclusions and make mostly relevant predictions. Logically evaluates procedures and suggests some appropriate improvements.	Applies biological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts. Uses appropriate biological terms, conventions, formulae, and equations effectively. Applies mostly constructive and focused individual and collaborative work skills.	Demonstrates some depth and breadth of knowledge and understanding of a range of biological concepts. Uses knowledge of biology logically to understand and explain social or environmental issues. Uses a variety of formats to communicate knowledge and understanding of biology coherently and effectively.
B	Obtains, records, and displays findings of investigations, using appropriate conventions and formats mostly accurately and effectively.			

Skills and Applications Tasks

Teacher Final

A*	A*
A	A
A-	A-
B*	B*
B	B
B-	B-
C*	C*
C	C
C-	C-
D*	D*
D	D
D-	D-
E*	E*
E	E
E-	E-
I	I

All results have been confirmed.



Online Marking

Marking




Maximum quota
100

Due date
6 July 2016

Assessment Design Criteria


Synthesis
53

Evaluation
E1, E2, E3

Timeline





69/100



28 JUN 30 JUN 4 JUL 6 JUL

Marking list

MARKING MARKED

Registration	Materials	Mark	Grade	Hold
123556G		17	C+	
877543J		11	D+	
404421W				

Mark: Issue:






















Comments

Hold mark (5 max)

Save Cancel

New Task Submit All

Mark/grade reference

																														
30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	F															

Marking

Maximum quota
100

Due date
6 July 2016

Assessment Design Criteria

Synthesis
S3

Evaluation
E1, E2, E3



Timeline



Mark/grade reference



Marking list

MARKING

MARKED

Registration	Materials	Mark	Grade	Held
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123556G



17

C+

877543J



11

D+



404421W



Mark 10 / 30 D

Issue Breach - Plagiarism

Comments

Hold mark (5 max)

Save

Cancel

New Task

Submit All

Online Learning

Home My Learning Find Learning My performance My reports Social Calendar Help Admin

Andrew Woodward ▾

SchoolsOnline
PLATO



Home

Reset dashboard for all users

Edit dashboard settings

Blocks editing on

Hi Wiro

Course status: 



My learning

View all your enrolled courses



Find learning

Search our courses

Turn editing on



Find learning

Course completion status

You are currently not being tracked by completion in this course.

[View course report](#)

Latest badges

You have no badges to display.



Planning



Clarifying



Confirming



Improving



IEA



Clarifying

Course completion status

You are currently not being tracked by completion in this course.

[View course report](#)

Latest badges

You have no badges to display.



Clarifying the Performance Standards



Clarifying at the Assessment Task Level



Clarifying at the Assessment Type Level

Navigation

Home Assessment Type 1 Assessment Type 2 Assessment Type 3 All sections

My learning

- Planning
- Clarifying
- Confirming
- Improving
- IEA

Administration

- Course administration
- Switch role to...
- Site administration

Search



Clarifying at the Assessment Task Level

Assessment Type 1

Activity 1 - Oral 35 minutes

The following piece of student evidence has been assessed at a B+ grade, with evidence aligned to the following standards:

	Knowledge and Understanding	Analysis and Evaluation	Reflection	Communication
A	Comprehensive knowledge and well-informed understanding of Aboriginal histories and achievements. Comprehensive knowledge and well-informed understanding of a range of Aboriginal viewpoints on culture, land, identity, and/or preferred futures. Perceptive knowledge of forms and effects of, and/or ways to counter, racism.	Insightful and well-informed analysis and evaluation of social and political issues of view presented through Aboriginal arts and/or literature. Perceptive and critical analysis of a contemporary issue of significance to Aboriginal people.	Insightful and thorough reflection on the student's own learning about intercultural communication and understanding from a range of sources.	Perceptive and appropriate use of evidence and detailed acknowledgment of a range of sources.
B	Detailed knowledge and well-informed understanding of Aboriginal histories and achievements. Well-considered knowledge and informed understanding of a range of Aboriginal viewpoints on culture, land, identity, and/or preferred futures. Well-considered knowledge of forms and effects of, and/or ways to counter, racism.	Well-informed analysis and evaluation of social and political issues of view presented through Aboriginal arts and/or literature. Critical analysis of a contemporary issue of significance to Aboriginal people.	Well-considered reflection on the student's own learning about intercultural communication and understanding from different sources.	Detailed and appropriate use of evidence and acknowledgment of different sources.
C	Appropriate knowledge and informed understanding of Aboriginal histories and achievements. Appropriate knowledge and informed understanding of different Aboriginal viewpoints on culture, land, identity, and/or preferred futures. Generally considered knowledge of forms and effects of, and/or ways to counter,	Informed analysis and evaluation of social and political issues of view presented through Aboriginal arts and/or literature, tending towards description. Some critical analysis of a contemporary issue of significance to Aboriginal people.	Some considered reflection on the student's own learning about intercultural communication and understanding from different sources.	Appropriate and generally clear and structured communication of informed ideas for different purposes. Generally clear and appropriate use of evidence and a knowledge of different sources.

Course completion status

You are currently not being tracked by completion in this course.

[View course report](#)

Latest badges

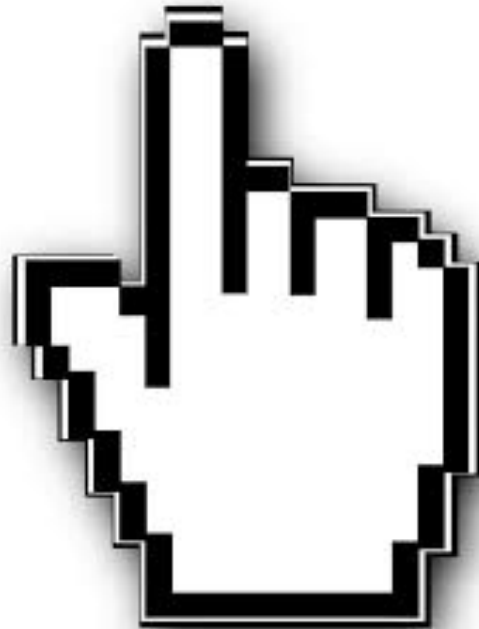
You have no badges to display.

Activities

- Assignment
- Certificates
- Chats
- Choices
- Face-to-face
- Feedback
- Forums
- Quizzes
- Resources
- SCORM packages

Online Examinations

Enter



Our needs

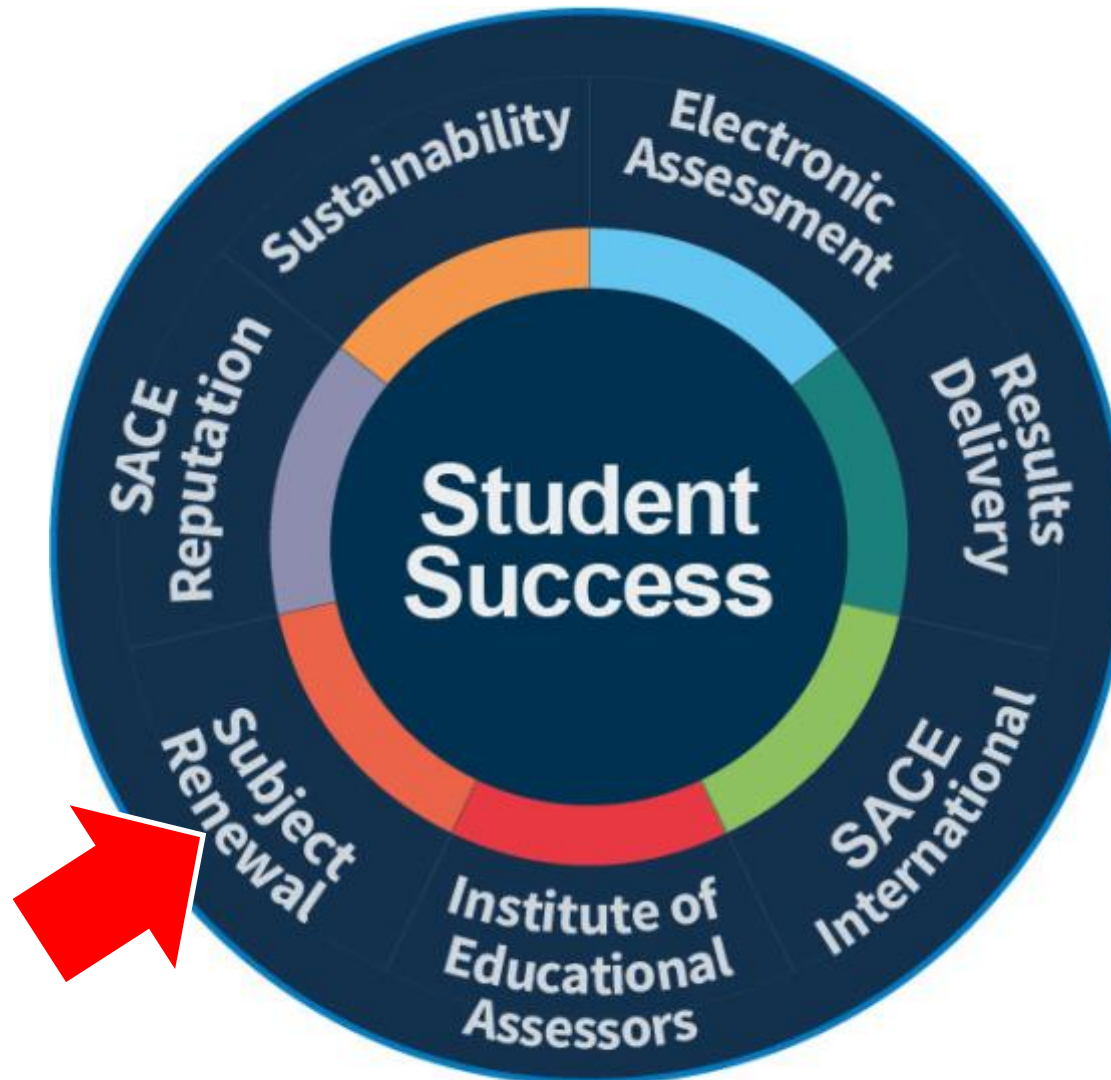
- Design and setting
- Management of the exam
- Security – delivery and marking
- Special provisions
- Privacy
- High availability and high performance, for high stakes delivery

Discussion and Reflection

- questions
- implications
- feedback



SACE Board Strategic Plan 2016-2020



2014

16

subjects

2016–17

Aboriginal Studies
Digital Technologies
Integrated Learning
Music subjects
Physical Education
Scientific Studies

2017–18

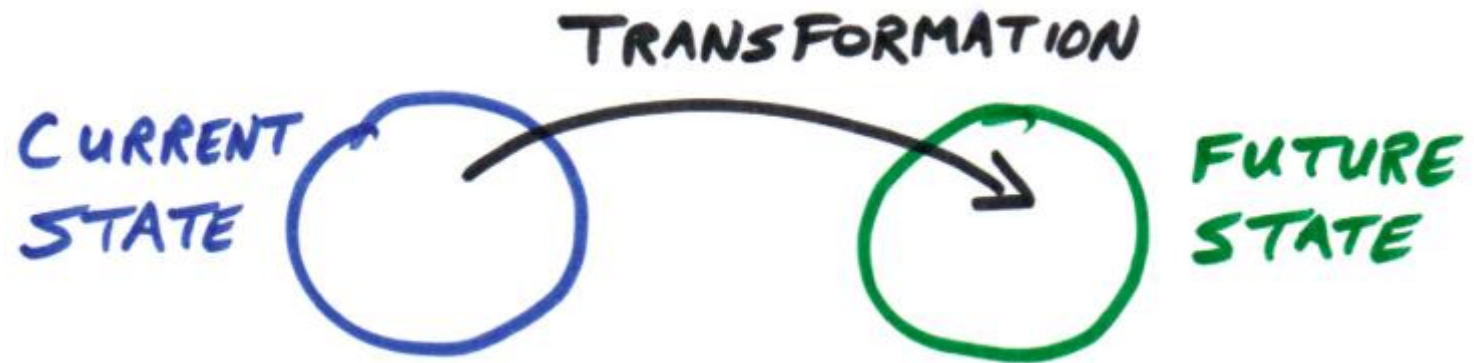
Accounting
Aust. Languages
Aust. & Int. Politics
Bus. & Enterprise
Cross-disc. Studies
Dance
Drama
Economics
Health
Nutrition
Philosophy
Psychology
Society and Culture

2021

30

subjects





- Growth in capabilities
- Conceptual and contextual learning
- Transformative learning
- Relevant, engaging learning
- Collaborative learning
- Quality assessment

KPI



Performance Standards for Stage 2 Digital Technologies

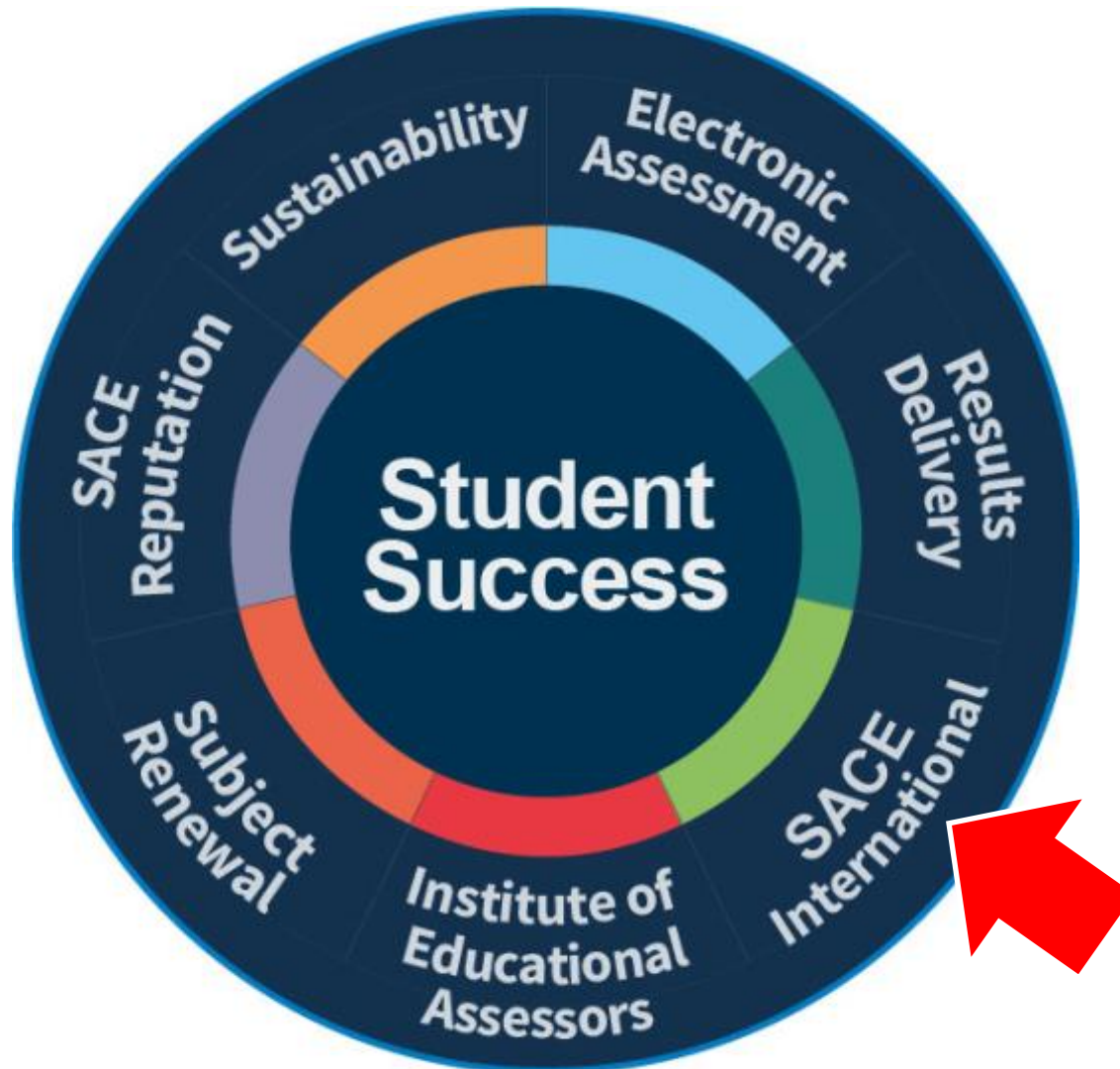


	Computational Thinking	Development and Evaluation	Research and Ethics
A	<p>Astute and creative application of computational thinking concepts and techniques, to clearly identify and deconstruct problems of interest.</p> <p>Insightful use of abstraction to identify core concepts and ideas.</p> <p>In-depth analysis of relationships in data sets, to draw insightful conclusions and make well-justified predictions.</p> <p>Highly purposeful application of skills and processes to develop highly efficient and logical solutions to complex problems.</p>	<p>Clear and consistent use of initiative in the design and creation of digital solutions that include innovative features.</p> <p>Highly purposeful and strategic application of iterative development, testing, modification, and documentation of an innovative digital solution.</p> <p>Insightful evaluation of the effectiveness of a digital solution or prototype.</p> <p>Insightful explanation, supported by clear and highly convincing evidence, of role in and contribution to projects.</p>	<p>In-depth research and discussion of ethical considerations in digital technologies.</p>
B	<p>Well-considered application of computational thinking concepts and techniques, to identify and deconstruct problems of interest.</p>	<p>Mostly consistent use of initiative in the design and creation of digital solutions, with one or more innovative features.</p> <p>Mostly purposeful application of iterative</p>	<p>Some depth in research and discussion of ethical considerations in digital technologies.</p>

Please visit the following link to view the Creative Arts video

<https://www.sace.sa.edu.au/web/creative-arts>

SACE Board Strategic Plan 2016-2020





首页

SACE国际

SACE国际院校

South Australian Certificate of Education > SACE International > SACE国际院校 > SACE国际院校

✓ 关于SACE国际院校

✓ SACE国际院校

✓ 院校认证

SACE国际院校

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- [江苏省前黄高级中学国际分校](#)

马来西亚

- DISTED
- INTEC Education College
- INTI International University
- Taylor's College Subang Jaya
- Taylor's College Sri Hartamas

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Government
of South Australia

SACE
Board of SA



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SACE
International



sa.gov.au

中澳SACE国际课程合作

China-Australia SACE International Program cooperation

暨长水教育集团与南澳州政府合作签约仪式

and signing ceremony of cooperation agreement between Long-Spring Education group and SACE Board of South Australia

中国·昆明 二〇一七年一月十六日

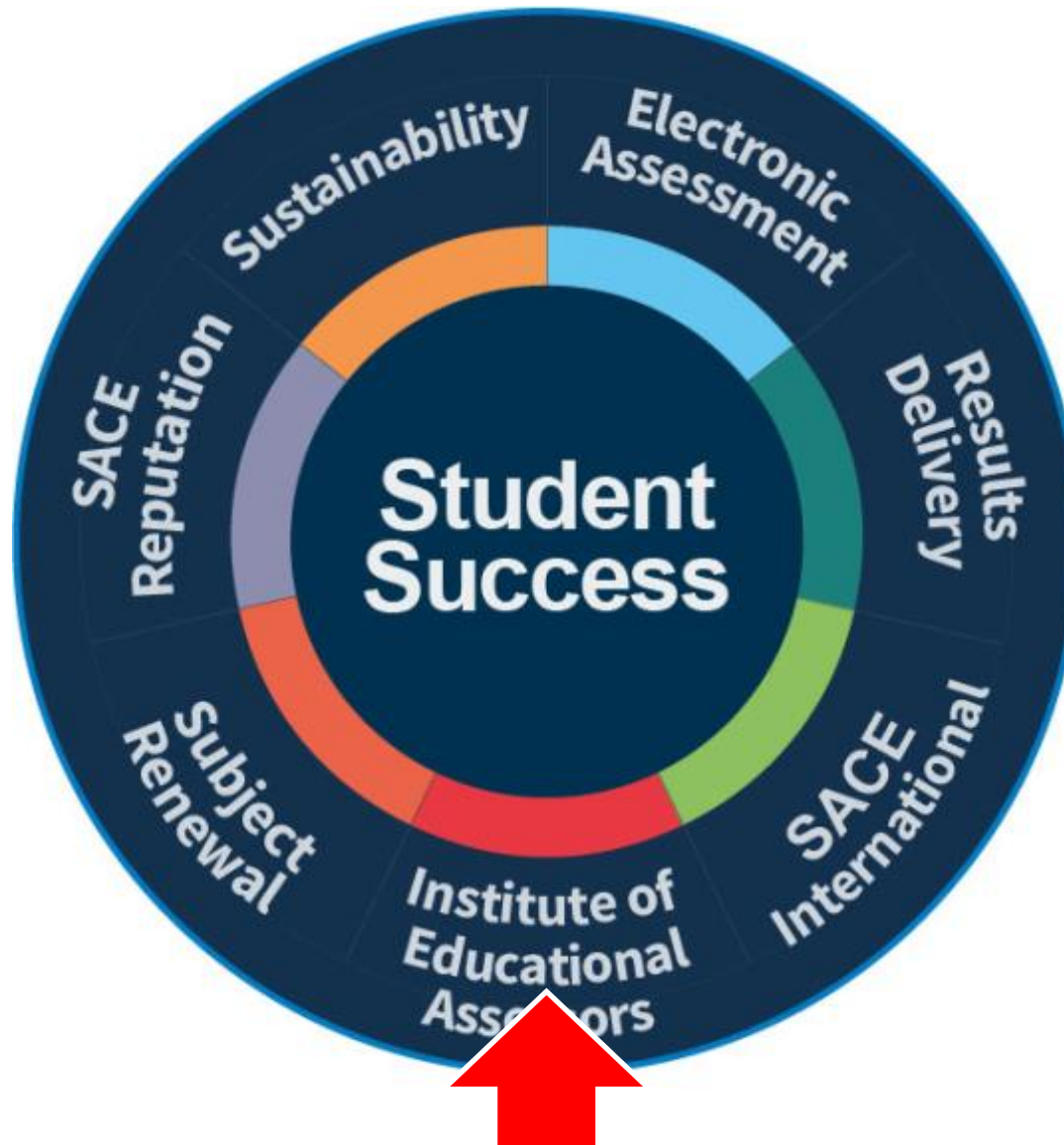
Kunming 16 January 2017



SACE International 2017

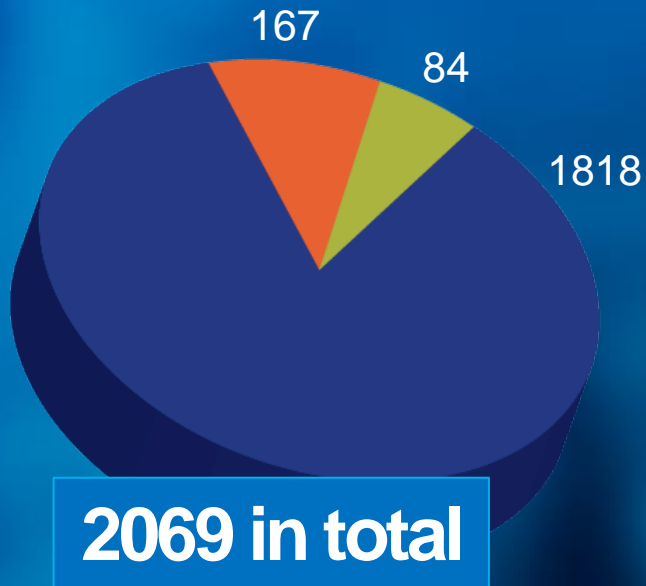
	2017	2018	2019	2020
Malaysia*	5	5	5	5
China	9	13	16	19
Vietnam	1		2	4
India/Nepal			2	4
Other, e.g. Vanuatu, Indonesia, Thailand, Philippines		1	2	3
Total Schools	15	19	27	35

SACE Board Strategic Plan 2016-2020



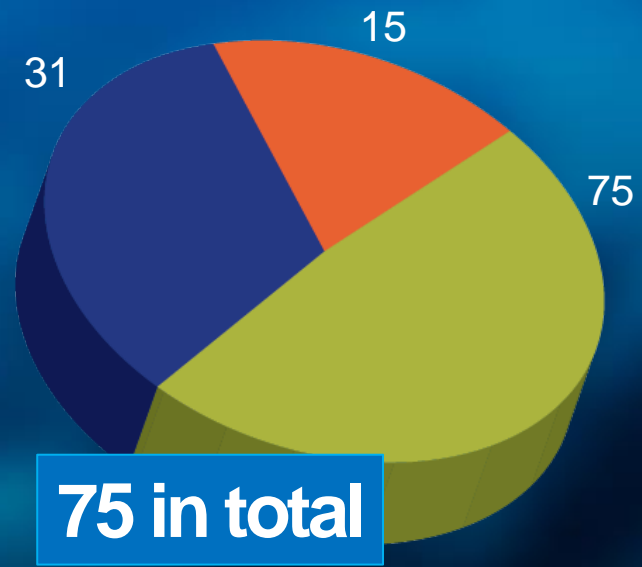
IEA Engagement 2015

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

- Develop online modules for delivery in 2018.
- Publish conference proceedings and an anthology of CEA Case Studies.
- Develop a list of SACE Board research priorities.
- Offer 2 scholarships toward practitioner action research.
- Stage an annual assessment conference.

SAVE THE DATE

IEA 2017 Conference
Friday June 9th
9am – 3:30pm
Education Development Centre

Prof. Gordon Stobart

Emeritus Professor of Education, Institute of Education, University College London

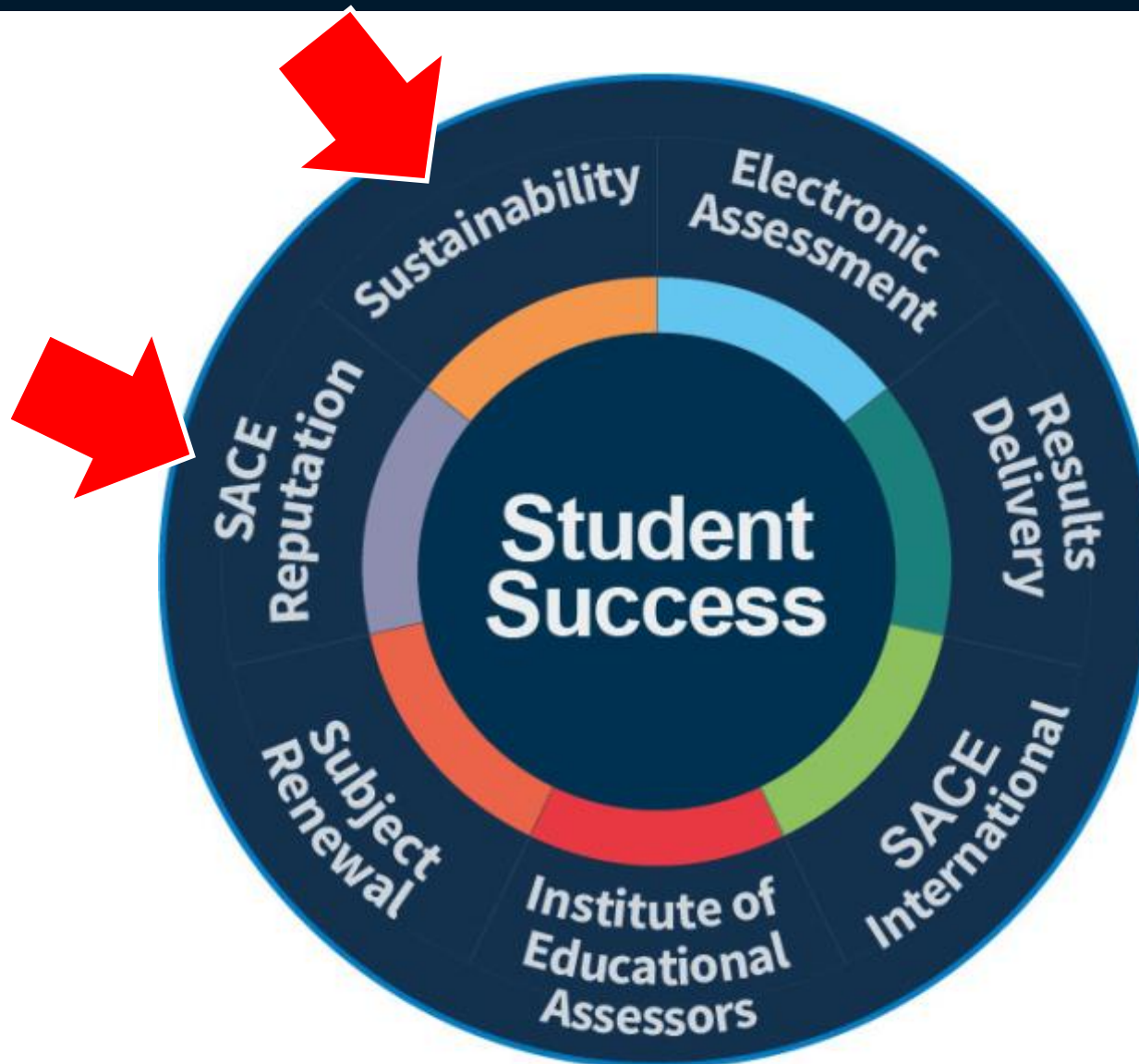
Bookings - www.sace.sa.edu.au/iea

Discussion and Reflection

- questions
- implications
- feedback



SACE Board Strategic Plan 2016-2020



au - thor - i - ty

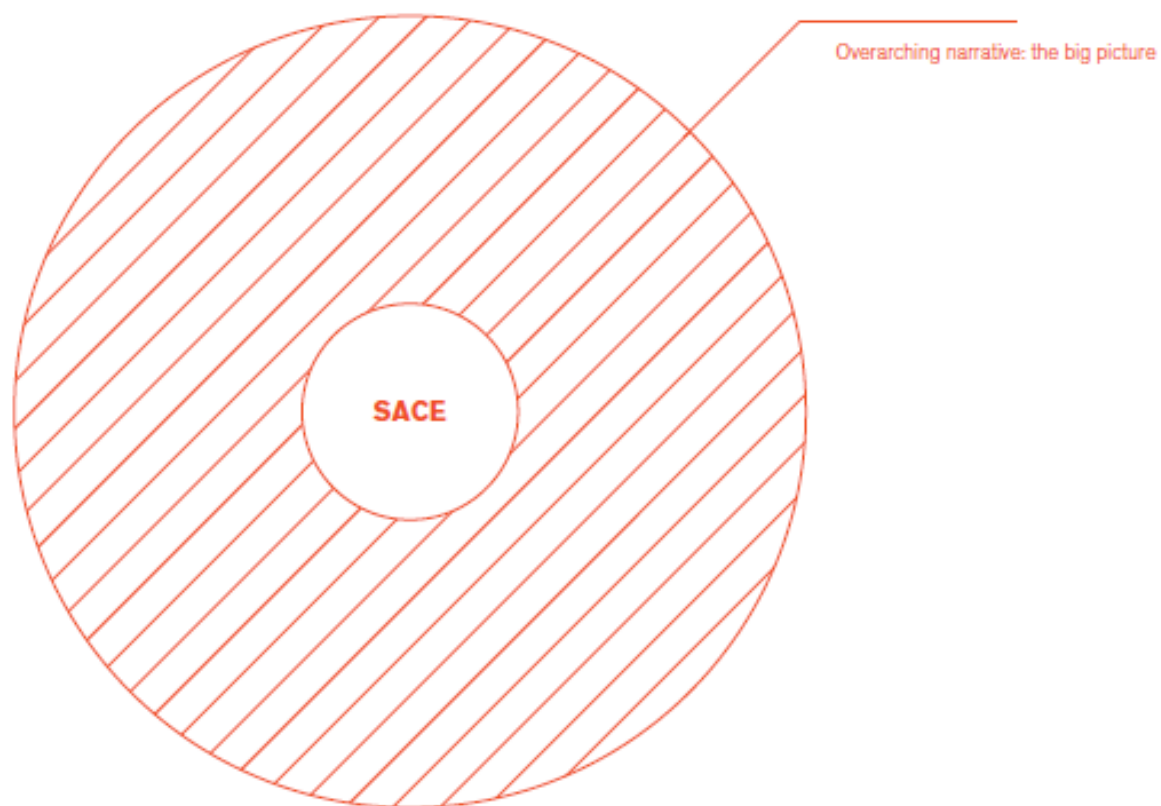
a: power to influence or command thought, opinion, or behaviour

b: freedom granted by one in authority

How should a 21st century authority relate with its partners?

“what do you want to look like?”

Overarching narrative



The overarching narrative is the story that everyone is affected by but typically no one is able to talk about – because it's influence is too subtle or its nature too complex. Within the subject of interest it is the macro context for everything taking place. By identifying this narrative and maintaining awareness of it in the development of all communication we can ensure increased relevance and higher levels of audience engagement.

Principles and approach

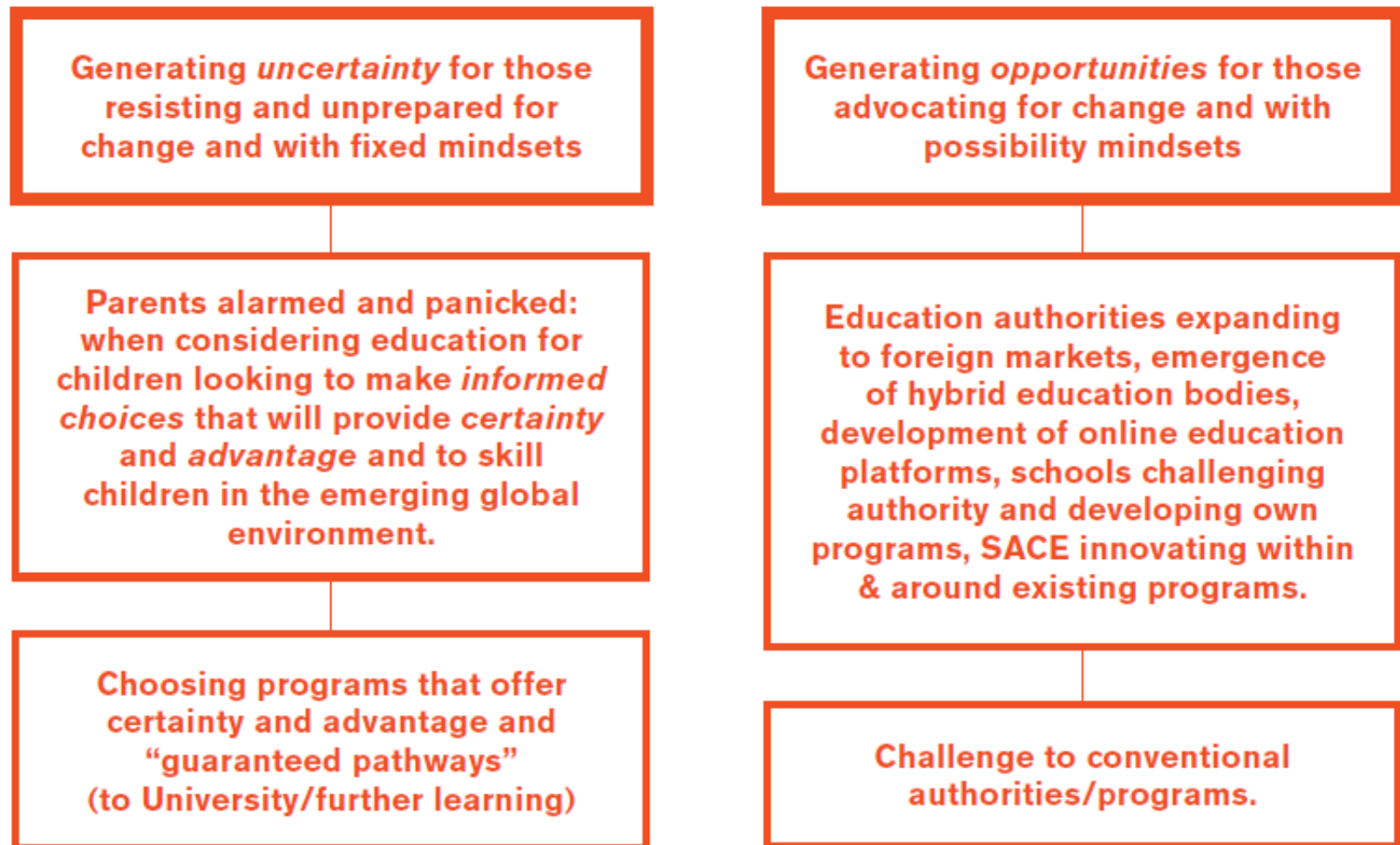


Overarching narrative: analysis

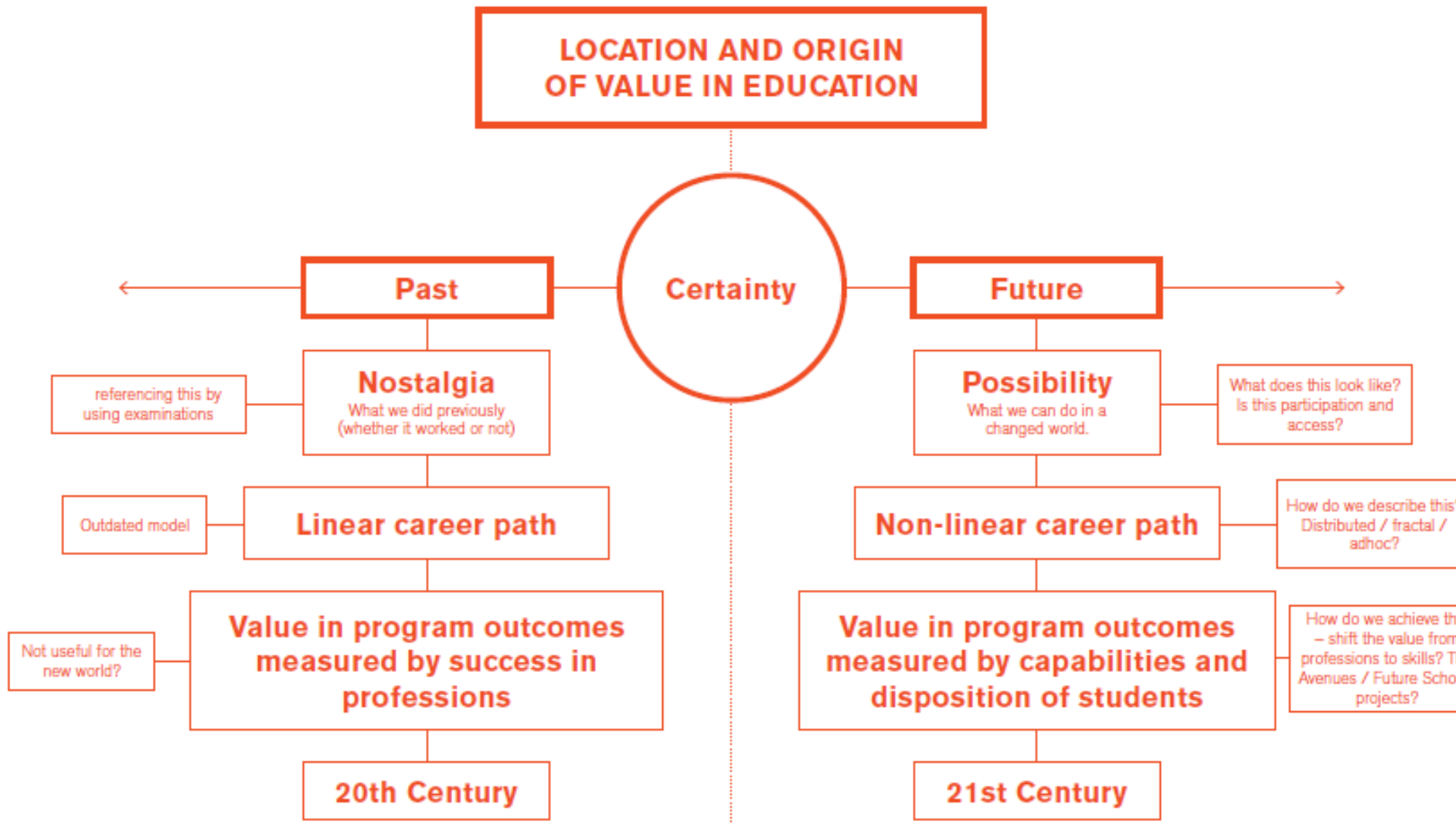


Note: behaviours appear disruptive only because they are unconventional and therefore unfamiliar. These will become the norm once change has run its course.

Overarching narrative: responses



Problems: Resistant problems: inquiry

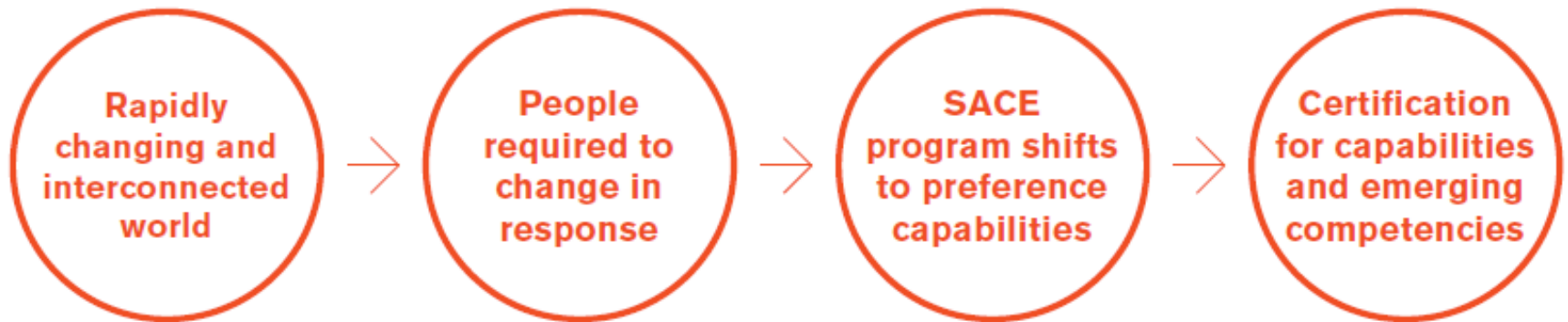


Success in programs measured by 20th century values and framework that won't suit the changed world. By defining this we can associate this new paradigm with the new SACE and gain significant cachet in the market – reset the paradigm.

Narrative definition: Eliminating complexity, creating certainty

SACE MODERNISATION

(We know what the future looks like and how to talk about it)



What is expected of us?

Two key messages describing the new role of the SACE Board.

1

A Twenty-first Century Education Authority

That provides visionary leadership and certainty around what the future looks like for education.

That demonstrates a sensitivity to, and awareness of, a changed (and changing) world and education paradigm.

That reflects a behaviour that clearly expresses certainty, capability and confidence.

2

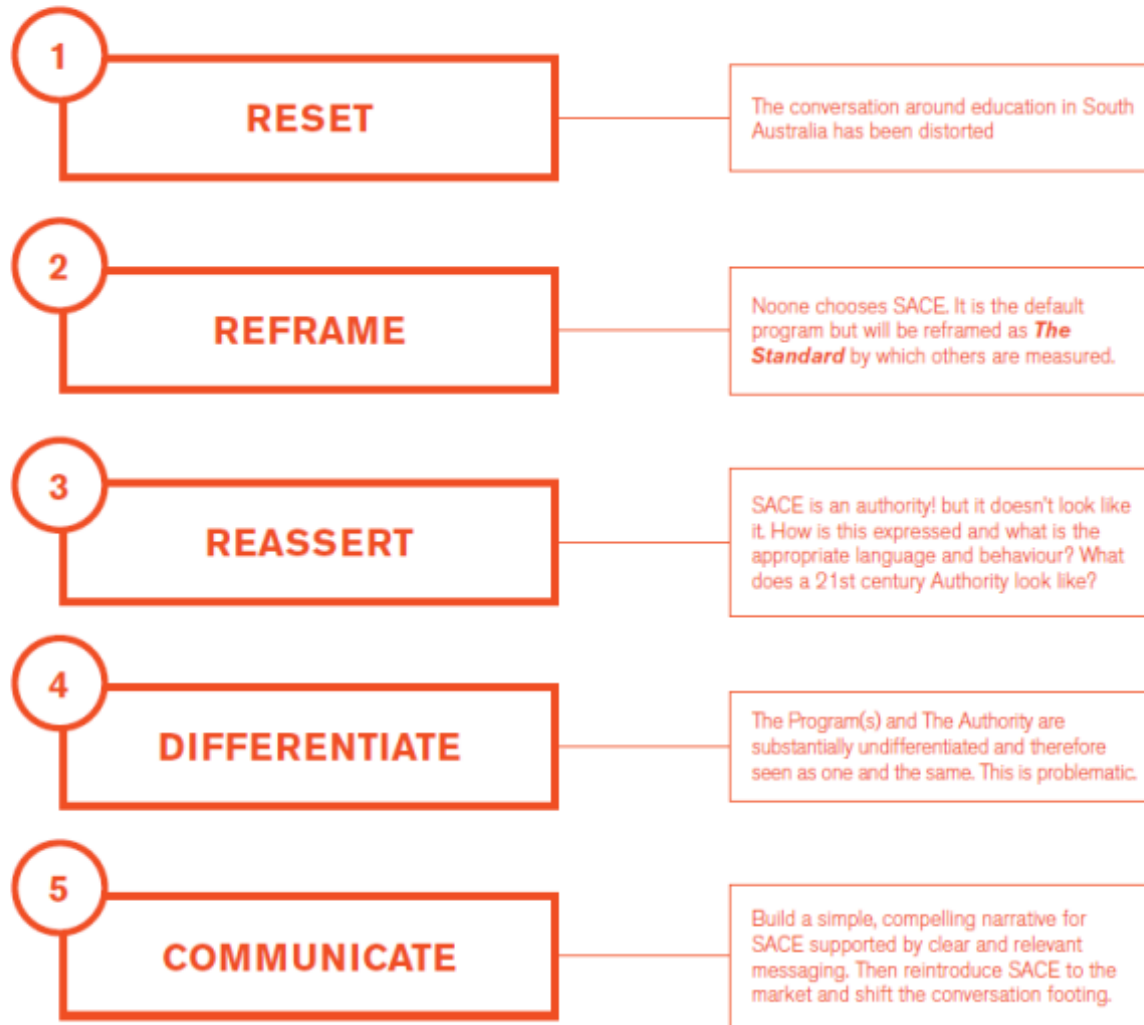
An Education Partner

That is not above us, that we feel has an implicit understanding of the new demands of the changed world and how education may skill our students for a non-linear career path and for a life of continuous learning.

That as well as delivering a world class Senior secondary program the SACE Board is right there with us and guiding us through this period of change and uncertainty.



Strategic responses: Our set of tasks



Please visit the following link to view the Irish Junior Cycle communication video

<http://www.juniorcycle.ie/Assessment/Orla>

Discussion and Reflection

- questions
- implications
- feedback

What is the current SACE 'narrative' in your school community?

SACE Leaders Forum

March 6, 2017

