Outline

• Update on Australian Curriculum development
• Review of Australian Curriculum
• WA Curriculum & Assessment Outline
• SCSA reporting requirements for WA schools
• WACE reforms 2015/16
The School Curriculum and Standards Authority

Responsible for K-12, all WA schools

- setting standards; assessment and certification of student achievement
- developing an outline of curriculum and assessment in schools
- developing and accrediting courses for schools
- maintaining a database of information relating to participation and achievement of students
The Australian Curriculum, Assessment and Reporting Authority

Responsible for:

• Developing Australian Curriculum P-12
• National assessment program, including NAPLAN
• Data collection and reporting through MySchool website
## Australian Curriculum development

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Subject</th>
<th>Published</th>
<th>Status</th>
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<tbody>
<tr>
<td>English</td>
<td></td>
<td>Dec 2010</td>
<td>Endorsed</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Dec 2010</td>
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</tr>
<tr>
<td>Science</td>
<td></td>
<td>Dec 2010</td>
<td>Endorsed</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>History</td>
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<td>Endorsed</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>May 2013</td>
<td>Endorsed</td>
</tr>
<tr>
<td></td>
<td>Civics &amp; Citizenship (Yr 3-10)</td>
<td>Feb 2014</td>
<td>Endorsed</td>
</tr>
<tr>
<td></td>
<td>Economics &amp; Business (Yr 5-10)</td>
<td>Feb 2014</td>
<td>Endorsed</td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance, Drama, Media, Music, Visual arts</td>
<td>Feb 2014</td>
<td>Endorsed</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td></td>
<td>Feb 2014</td>
<td>Endorsed</td>
</tr>
<tr>
<td>Technologies</td>
<td>Digital, Design</td>
<td>Feb 2014</td>
<td>Endorsed</td>
</tr>
<tr>
<td>Languages</td>
<td>Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Turkish, Hindi, ATSI framework Auslan, Classical languages</td>
<td>June 2014</td>
<td>Endorsed</td>
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<tr>
<td></td>
<td></td>
<td>Oct 2014</td>
<td>Endorsed</td>
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</table>
General Capabilities

“knowledge, skills, behaviours and dispositions across learning-areas and that equip students to become successful learners, confident and creative individuals and active and informed citizens”

- Literacy
- Numeracy
- Information & communication technologies (ICT)
- Critical and creative thinking
- Ethical understanding
- Personal and social capability
- Intercultural understanding
General Capabilities

• Integrated into the curriculum
  ➢ Made explicit in curriculum content (filters)

• Also described separately as conceptual statements and learning continua
# Cross curriculum priorities

<table>
<thead>
<tr>
<th>National</th>
<th>Aboriginal and Torres Strait Islander histories and cultures</th>
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<tbody>
<tr>
<td>Regional</td>
<td>Asia &amp; Australia’s engagement with Asia</td>
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<tr>
<td>Global</td>
<td>Sustainability</td>
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</table>
Australian Curriculum V8.0
- specific changes made

English
• Strengthening the place of phonics and phonemic awareness in the English curriculum

Mathematics
• Wording changes – minor

Science
• Deleting and simplifying content descriptions (esp SHE)

HASS
• One learning area with single set of inquiry skills and single achievement standard
• Strengthening the place of Australia’s western heritage
SCSA position on original AC drafts

- P-10 Australian Curriculum for Phases 2 and 3 as developed by ACARA, requires significant review before it can be implemented in Western Australian schools.
- The content is excessive, especially for a generalist Primary teacher.
- The curriculum needs to be in a year by year format.
SCSA actions

• Refine and adjust the curriculum content for the Phase 2 and 3 subjects
• Develop standards of achievement at a year level for these subjects
• Review the content for the Humanities and Social Sciences subjects to ensure a coherent and manageable learning area
Syllabuses for 7 learning areas have been published on the Curriculum and Assessment Outline.

**English** (identical to AC)
**Mathematics** (identical to AC)
**Science** (identical to AC)
Humanities and Social Sciences – subject knowledge and understanding (adapted from AC)

- History
- Geography
- Civics and Citizenship
- Economics and Business

- HASS skills (similar to AC)
Health & Physical Education (adapted from AC)
Technologies (adapted from AC)
  • Design & technologies
  • Digital technologies
The Arts (adapted from AC)
  • Dance
  • Drama
  • Media arts
  • Music
  • Visual arts
Languages – yet to be developed
Mandated curriculum P-10

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
Technologies

Consists of two subjects
- Design and Technologies
- Digital Technologies

All students P-8
Optional Year 9,10.

**Design and Technologies**
- at least one of the contexts
(Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations)
The Arts

Consists of five subjects

- Dance
- Drama
- Media arts
- Music
- Visual arts

P-8 all students

2 subjects: performance + visual

Optional Years 9,10
Languages

Where possible schools should provide a language(s) program from Pre-primary to Year 10.

However, as a minimum:

• provide one Language:
  ▪ in Years 3, 4, 5 and 6, commencing with Year 3 in 2018 (Year 4 in 2019, Year 5 in 2020, Year 6 in 2021)
  ▪ in Years 7 and 8, commencing with Year 7 in 2022 (Year 8 in 2023)

• the study of Languages is optional in Years 9 and 10.
Languages

- SCSA syllabuses
  - for second language learners
  - Chinese, Japanese, Indonesian, French, German and Italian
- EAL/D students - may substitute English as a Second Language
- Students on an IEP
- Study of an Aboriginal Language is appropriate
- Auslan is appropriate
- Other languages eg. ACARA
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2015</td>
<td>Full implementation of Phase 1 of Australian Curriculum (<em>English, Mathematics, Science and History</em>)</td>
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<tr>
<td>2016</td>
<td>Phase 2/3 curriculum available for familiarisation (Languages by mid-year)</td>
</tr>
<tr>
<td>2017</td>
<td>Full implementation of Humanities and Social Sciences, Health and Physical Education</td>
</tr>
<tr>
<td>2018</td>
<td>Full implementation of The Arts, Technologies and Languages</td>
</tr>
</tbody>
</table>

* reporting on History as a separate subject is optional

Source: Letter to Principals, Minister for Education, 29 January 2015
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Content</th>
<th>Acht Stds</th>
<th>Judging Stds</th>
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<tr>
<td>English</td>
<td>Published (AC)</td>
<td>Published (AC)</td>
<td>Published</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Published (AC)</td>
<td>Published (AC)</td>
<td>Published</td>
</tr>
<tr>
<td>Science</td>
<td>Published (AC)</td>
<td>Published (AC)</td>
<td>Published</td>
</tr>
<tr>
<td>HASS</td>
<td>Published July 2015</td>
<td>Published Jan 2016</td>
<td>Published (Hist)</td>
</tr>
<tr>
<td>HPE</td>
<td>Published July 2015</td>
<td>Published Jan 2016</td>
<td>Due 2016</td>
</tr>
<tr>
<td>Arts</td>
<td>Published July 2015</td>
<td>Due Dec 2016</td>
<td>Due 2016</td>
</tr>
<tr>
<td>Technologies</td>
<td>Published July 2015</td>
<td>Due Dec 2016</td>
<td>Due 2016</td>
</tr>
<tr>
<td>Languages</td>
<td>Due July 2016</td>
<td>Due Dec 2016</td>
<td>Due 2016</td>
</tr>
</tbody>
</table>
Developing Western Australian syllabuses

**Australian Curriculum: The Arts P-10**

1. Investigate ideas and narrative structures through roles and situations with empathy in their own improvisal and devised drama.
2. Use voice, body, movement and language to sustain role and relation and create dramatic action with a sense of time and place.

**Elements of drama**
- Role
- Situation
- Voice and movement
- Focus
- Tension
- Space and Time

**Western Australian Curriculum Syllabus**

- **Core**
  1. Investigate ideas and narrative structures...
  2. Use voice, body, movement and language to sustain role...

- **Elements of drama**
- Role
- Situation
- Voice and movement
- Focus

- **Additional**
  - Tension
  - Considering viewpoints – forms and elements...

- Ideas and narrative structures explored through roles and situations with empathy [4.1].
- Voice, movement and language used appropriately for puppetry [4.2].
- Role and relationships sustained to create dramatic action with a sense of time and place [4.3].
- Dramatic action shaped using narrative structures and tension in devised drama appropriate to topic and puppetry [4.3].
- Purposes and meaning of puppetry using the elements of drama to make comparisons between own drama, others drama and drama produced by groups outside the school [4.4].
- What are the stories and the ideas in the drama you watch and listen to?
WA Curriculum Structure

• Year level statement
• Content descriptions in strands
  • Year by year
  • Core + additional content
• Achievement standard
• Judging Standards and annotated work samples
The Western Australian Curriculum and Assessment Outline

- replaces the *Curriculum Framework*
- mandated for all Western Australian schools.
• Curriculum P-10
• Assessment
• Reporting
• Resources

http://k10outline.scsa.wa.edu.au/
• The *Early Years Learning Framework*

• Kindergarten Guidelines

• P-10 Curriculum

• Alternative Curriculum Recognition
  
  ➢ Application for recognition of curriculum and/or reporting required

  ➢ IB, Montessori, Steiner
A resource within the Curriculum and Assessment Outline

- **Assessment pointers** for giving assessment feedback; for setting the pitch of assessment tasks; and for pointing to how assessments might be marked
- **Annotated work samples** for indicating the meaning of each grade for each subject at each year level and for showing what students might need to do to improve.
Assessment pointers

JUDGING STANDARDS IN YEAR 5 HISTORY
Reporting against the Achievement Standard

YEAR 5 HISTORY ACHIEVEMENT STANDARD
By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.
Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

YEAR 5 HISTORY ASSESSMENT POINTERS

<table>
<thead>
<tr>
<th></th>
<th>A: Excellent achievement</th>
<th>B: High achievement</th>
<th>C: Satisfactory achievement</th>
<th>D: Limited achievement</th>
<th>E: Very low achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronology and change over time</td>
<td>Sequences and explains important events and/or people in chronological order, with effective detail.</td>
<td>Sequences key dates, facts and information of events and/or people in chronological order.</td>
<td>Sequences relevant facts of events and/or people in chronological order by using a timeline.</td>
<td>Partially records the chronological order of events and/or people.</td>
<td>Sequences some events; however, shows an inconsistent chronological order.</td>
</tr>
<tr>
<td>Historical terminology and use of sources</td>
<td>Identifies and elaborates key dates and significant changes over time in an organised and logical progression.</td>
<td>Identifies and explains key dates and significant changes over time in an organised and logical progression.</td>
<td>Describes key dates and significant changes over time in an organised progression.</td>
<td>Uses few key dates, showing some logical progression and changes over time.</td>
<td>Uses few terms and concepts in any historical context.</td>
</tr>
<tr>
<td></td>
<td>Consistently uses accurate and relevant terms and concepts to elaborate the historical context.</td>
<td>Uses relevant terms and concepts to explain the historical context.</td>
<td>Uses relevant terms and concepts to describe the historical context.</td>
<td>Uses some terms and concepts to state the historical context.</td>
<td>Uses a provided source, but shows few links to inquiry questions and research.</td>
</tr>
<tr>
<td></td>
<td>Locates, uses and interprets a range of relevant sources to record accurate details to support inquiry questions and research.</td>
<td>Uses relevant information from a range of sources to record accurate details to support inquiry questions and research.</td>
<td>Identifies a range of sources related to inquiry questions and research.</td>
<td>Identifies and uses few sources to locate information related to inquiry questions and research.</td>
<td>Uses a provided source, but shows few links to inquiry questions and research.</td>
</tr>
</tbody>
</table>
Task provides opportunities to demonstrate achievement... not just skills tests.

Sample is representing Excellent achievement.

Parts of the task relevant to the achievement standard are highlighted.

Not for grading individual pieces of work.

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**CURRICULUM AND ASSESSMENT OUTLINE**

**WORK SAMPLE: YEAR 5 HISTORY**

**PERFORMANCE ASSOCIATED WITH GRADE A, REPRESENTING EXCELLENT ACHIEVEMENT**

**SUMMARY OF TASK:**

Historical inquiry: Colonisation and Swan River settlement

Students developed historical inquiry questions related to colonisation of Australia in the 1800’s, in particular the settlement of the Swan River Colony in Western Australia. Students were required to locate information and facts from a range of primary and secondary sources and present a newspaper article in the form of an obituary about a significant person.

**YEAR 5 HISTORY ACHIEVEMENT STANDARD RELEVANT TO THIS TASK**

By the end of year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

**KEYWORDS:**

Significance, Australian colony

Student achievement is reported at the end of the semester or year using the letter grades and achievement descriptors. Letter grades and achievement descriptors should not be used to assess individual pieces of work.
P-10 Curriculum: What should schools be using?

- Western Australian Curriculum (=AC)
  - English, Mathematics, Science, (History)

- Western Australian Curriculum
  - HASS by 2017
  - HPE by 2017
  - Technologies by 2018
  - Arts by 2018
  - Languages by 2018

- Western Australian Curriculum, when implemented, will replace the Curriculum Framework
SCSA P-10 Reporting Policy

- A five-point scale for all years P-10
- Years 3 – 10 letter grades and specified achievement descriptors must be used
- Years P-2 flexibility in use of letter grades and descriptors.
## Grade descriptors

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>The student demonstrates <strong>excellent</strong> achievement of what is expected for this year level</td>
</tr>
<tr>
<td>B High</td>
<td>The student demonstrates <strong>high</strong> achievement of what is expected for this year level</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>The student demonstrates <strong>satisfactory</strong> achievement of what is expected for this year level</td>
</tr>
<tr>
<td>D Limited</td>
<td>The student demonstrates <strong>limited</strong> achievement of what is expected for this year level</td>
</tr>
<tr>
<td>E Very low</td>
<td>The student demonstrates <strong>very low</strong> achievement of what is expected for this year level</td>
</tr>
</tbody>
</table>

[www.scsa.wa.edu.au/reporting_policy](http://www.scsa.wa.edu.au/reporting_policy)
Reporting and years of schooling

- **Pre-primary**
  - No grades
  - English & Mathematics required
  - Science strongly encouraged
  - School descriptors allowed – aligned to achievement standard

- **Years 1-2**
  - May report using descriptors only – aligned to achievement standard
  - Report all learning areas taught

- **Years 3-10**
  - Letter grades and descriptors required
  - Report all learning areas taught

- **Alternative reporting arrangements require application to SCSA**
Minimum reporting requirements

- Minimum of one grade for
  - English
  - Mathematics
  - Science
  - Humanities and Social Sciences
  - Languages
  - The Arts
  - Health and Physical Education
  - Technologies
Guidance
May choose to report at a more fine-grained level

• English
  • Reading and Viewing, Writing, Speaking and Listening

• Mathematics
  • Number & Algebra, Measurement & Geometry, Statistics & Probability

• Science
  • Biological Science, Chemical Science, Earth & Space Sciences, Physical Sciences

• Humanities and Social Sciences
  • Civics & Citizenship, Economics & Business, Geography, History

• Languages
  • Communicating, Understanding

• The Arts
  • Dance, Drama, Media Arts, Music, Visual Arts

• Health and Physical Education
  • Health, Physical Education

• Technologies
  • Design & Technology, Digital Technology
Grading and reporting: Clarifications and advice

- Most students will receive a grade reporting their achievement against the achievement standard for their year of schooling.
- Students with disabilities should be reported against an IEP, rather than using grades.
- Students do not have to be working ahead of their year level to be awarded an A grade.
- Semester 1 grades should reflect what has been taught.
• Consultants
  ▪ Science, HASS, HPE, Performing Arts, Technologies, Languages; VET
  ▪ English/Literacy/ESL, Maths/Numeracy, Early Childhood

• PL package in schools late January

• Website
  ▪ Program audit templates; planning documents; curriculum overviews

• Communication through regular memos and newsletters
<table>
<thead>
<tr>
<th>Consultants</th>
<th>Manager</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Newhouse</td>
<td>Manager</td>
<td><a href="mailto:mnewhouse@ais.wa.edu.au">mnewhouse@ais.wa.edu.au</a></td>
<td>9441 1639</td>
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<tr>
<td>Glenda Leslie</td>
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<tr>
<td>Maree Whiteley</td>
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<tr>
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<tr>
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<td>9441 1605</td>
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<tr>
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<td>b <a href="mailto:Singh@ais.wa.edu.au">Singh@ais.wa.edu.au</a></td>
<td>9441 1631</td>
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<tr>
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<td>VET</td>
<td><a href="mailto:wmcleod@ais.wa.edu.au">wmcleod@ais.wa.edu.au</a></td>
<td>9441 1621</td>
</tr>
</tbody>
</table>

English/Literacy: Sophia Sabatier (ssatabier@ais.wa.edu.au or 9441 1606)  
Mathematics/Numeracy: David Dunstan (ddunstan@ais.wa.edu.au or 9441 1681)  
Early Childhood: Wendy Gorman (wgorman@ais.wa.edu.au or 9441 1641)
Changes to the WACE

- Complete a Literacy and Numeracy Assessment to demonstrate a minimum standard
- ATAR and General courses
  - Includes AC courses
- Foundation and Preliminary courses
- Complete a minimum of four Year 12 ATAR courses or complete a Certificate II (or higher)
- A minimum of 10 Year 12 units
- Achieve a minimum of 14 C grades or higher across Year 11 and Year 12 units
  - with a minimum of 6 C grades in Units 3&4 Year 12