



Secondary Principals Briefing

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Acknowledgement of Country

Kaya. I acknowledge the School Curriculum and Standards Authority (the Authority) delivers services on the country of many traditional custodians and language groups throughout Western Australia. Today we are meeting on Whadjuk Noongar boodjar.

I acknowledge the traditional custodians throughout Western Australia and their continuing connection to land, waters and community, and I offer my respect to Elders past and present.



Agenda

1. NAPLAN 2023 Update
2. OLNA Prequalification and Year 9 NAPLAN
3. Adopting and adapting the Australian Curriculum version 9 within the Western Australian Curriculum and Assessment Outline
4. WACE Refreshment



2023 NAPLAN



Thank you to you and your staff!



2023 NAPLAN

- In May 2022, Australian Education Ministers announced that NAPLAN would be brought forward from Term 2 to Term 1 from 2023.
- On 10 February 2023, Australian Education Ministers agreed to a number of measures to enhance the way NAPLAN results will be reported back to schools and parents:
 - a) reset the scale
 - b) restart the time series (which means that the 2023 NAPLAN results will not be comparable with any prior NAPLAN results)
 - c) introduce proficiency standards
 - d) discontinue bands and the National Minimum Standard.

<file:///C:/Users/healj/Downloads/Communique%20EMM%20100223.pdf>

<https://www.acara.edu.au/docs/default-source/media-releases/naplan-proficiency-standards-media-release-2023-02-10.pdf>



Proficiency standards

Students' results show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



How were the new standards and levels set?

- Expert panels of subject area specialist teachers set the proficiency standards. The panels classified NAPLAN questions into proficiency levels based on their judgement of what students in each level could achieve and the knowledge and skills that students would have been expected to have been taught in previous years.
- These judgements were mapped onto the NAPLAN measurement scales to set numerical cut-points between the levels. These were then validated by the expert teacher panels in the process of developing the proficiency level descriptions, which provide information about what students at each level can typically demonstrate in each NAPLAN domain. These descriptions have been written using the Australian Curriculum as a reference.
- The cut-points for each proficiency level have been established in 2023 and will not change in future years. This will allow the monitoring of school-level performance over time.
- The detailed information on the knowledge and skills being measured in each NAPLAN assessment is available at www.nap.edu.au.



Is Needs additional support the new National Minimum Standard?

- The previous National Minimum Standard provided an approximate measure of which students needed additional support but identified too few of these students. It could also give the impression that a student had met learning expectations if they were above the National Minimum Standard.
- The new Needs additional support level is a better representation of students who need additional support.



Do only students in Needs additional support need targeted help?

- The Needs additional support proficiency level is intended to identify students who are at risk of not progressing satisfactorily at school.
- Students with results in other levels may also need support in particular areas. Those in the Developing level are likely to need more support than those in the Exceeding and Strong levels.
- Teachers can use the information in these assessments together with their own knowledge of a student to identify if support is required for students in levels other than Needs additional support.
- Schools can use information provided by the proficiency level descriptions and exemplar items to identify areas where support may be required.



How to track student performance

- A new results time series begins from 2023 which means results from 2023 on cannot be directly compared with results from 2008 to 2022.
- A student's performance relative to that of other students can still be tracked on the Individual Student Report (ISR) by comparing it against the national average and to where the student's result is relative to the range of achievement for the middle 60% of students.
- Schools can also track individual student results over time from 2023 by comparing the numerical scores provided in school-level results from both the Student and School Summary Report (SSSR) and information provided by the school system/sectors.
- Class or school results can be tracked over time from 2023 by measuring the proportion of students who sit within each proficiency level over different years – as the cohort moves from Year 7 to Year 9, for example, or for successive cohorts at the same year level.



Information provided to schools

Friday, 23 June

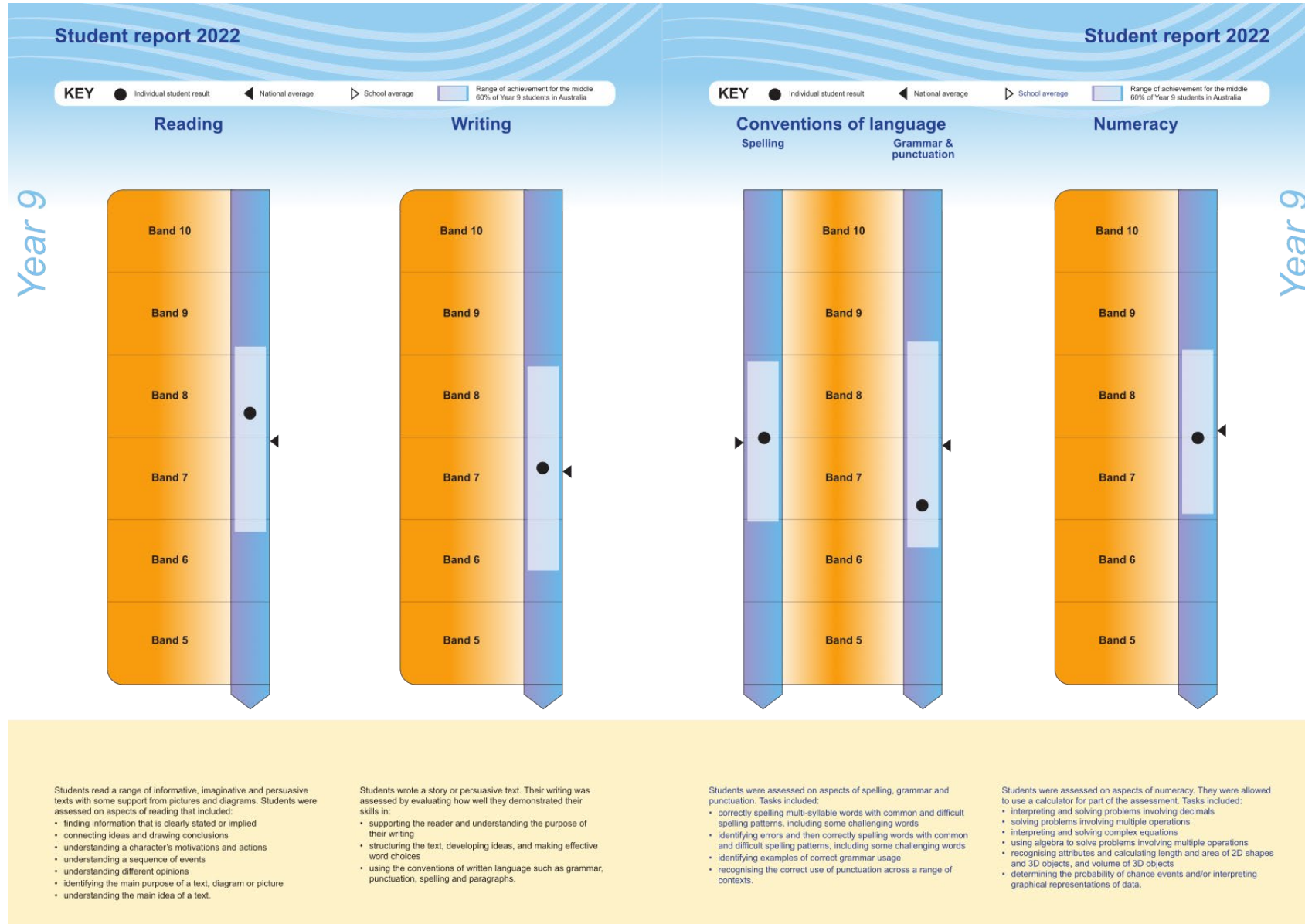
- download of Student and School Summary Report (SSSR) (modified for 2023 to be updated in 2024)
- spreadsheet providing student proficiency levels.

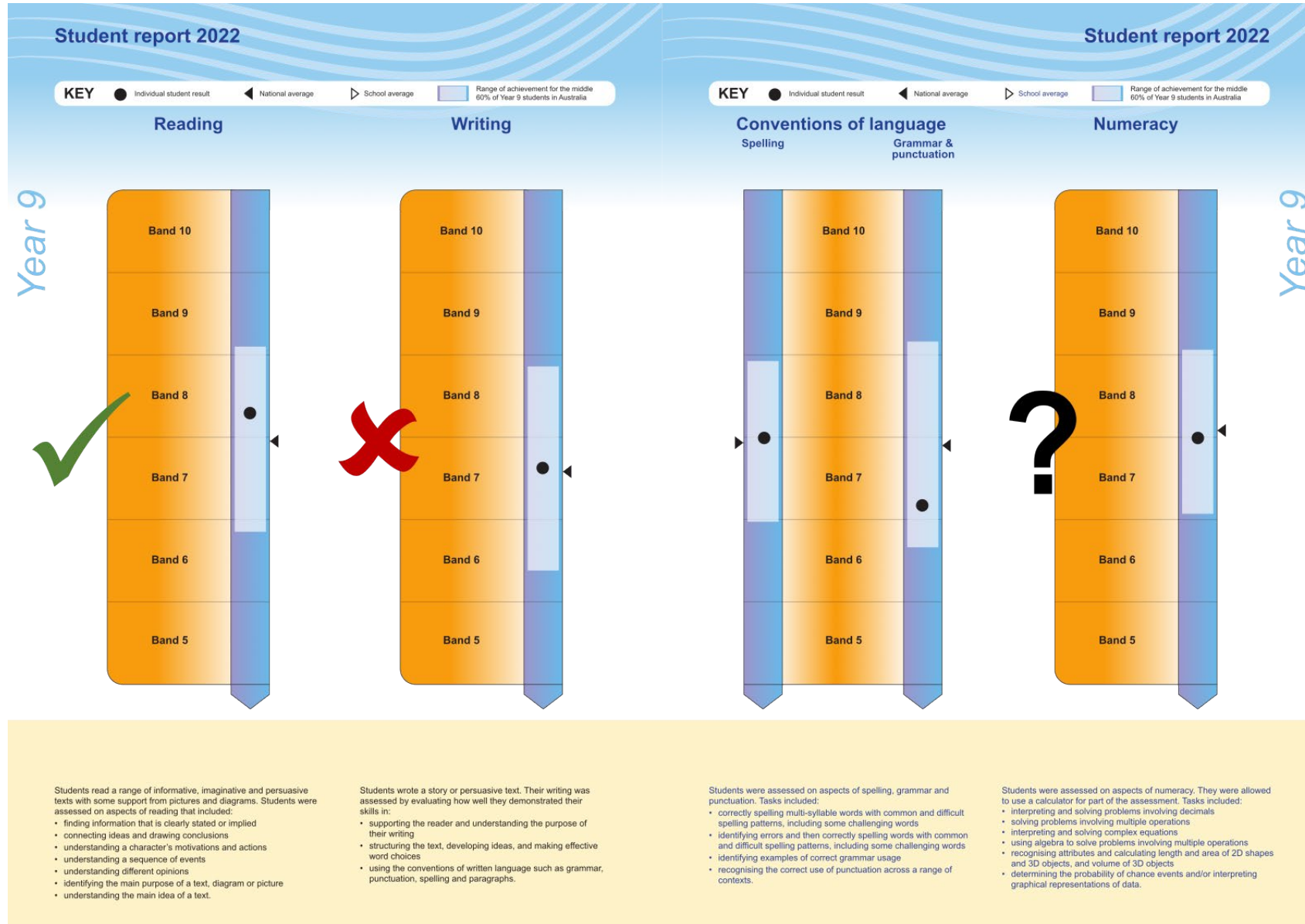
From Monday, 17 July

- Individual Student Reports (ISRs)
- NAPLAN administrators guide to reporting
- NAPLAN student report information brochure for parents/carers
- Executive Director letter to Year 9 parents
- NAPLAN update 7 and OLNA update 6.



OLNA Prequalification and Year 9 NAPLAN







Determining prequalification for OLNA

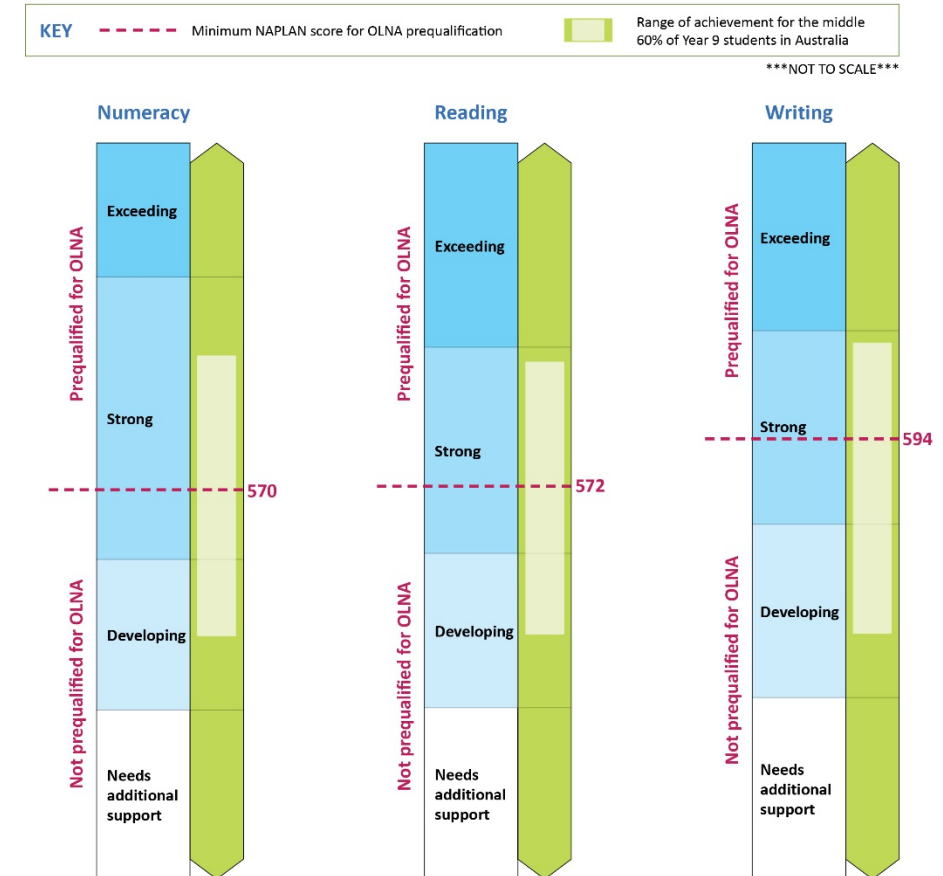
- The Australian, Curriculum, Assessment and Reporting Authority (ACARA) has provided the Authority with NAPLAN scores that correspond to the minimum WACE requirements in Reading, Writing and Numeracy. Previously these scores aligned with NAPLAN Band 8.
- The standard has not changed for the Year 12 WACE Literacy and Numeracy requirement, just the method of reporting through prequalification.
- There is a point in the 'Strong' level that corresponds to the minimum standard that must be demonstrated by the end of Year 12 to achieve the Year 12 WACE Literacy and Numeracy requirement.
- The minimum standard for the WACE Literacy and Numeracy requirement equates with Level 3 of the *Australian Core Skills Framework (ACSF)*.



Illustration of NAPLAN scores for OLNA prequalification

- A student's prequalification is not printed on the NAPLAN Individual Student Report (ISR). It is provided to students and parents/carers by their school.
- Prequalification for the WACE Literacy and Numeracy requirement is provided to schools by the Authority.
- The dotted line shows the prequalification score that corresponds to the minimum standard students must demonstrate by the end of Year 12 to meet the WACE Literacy and Numeracy requirement.

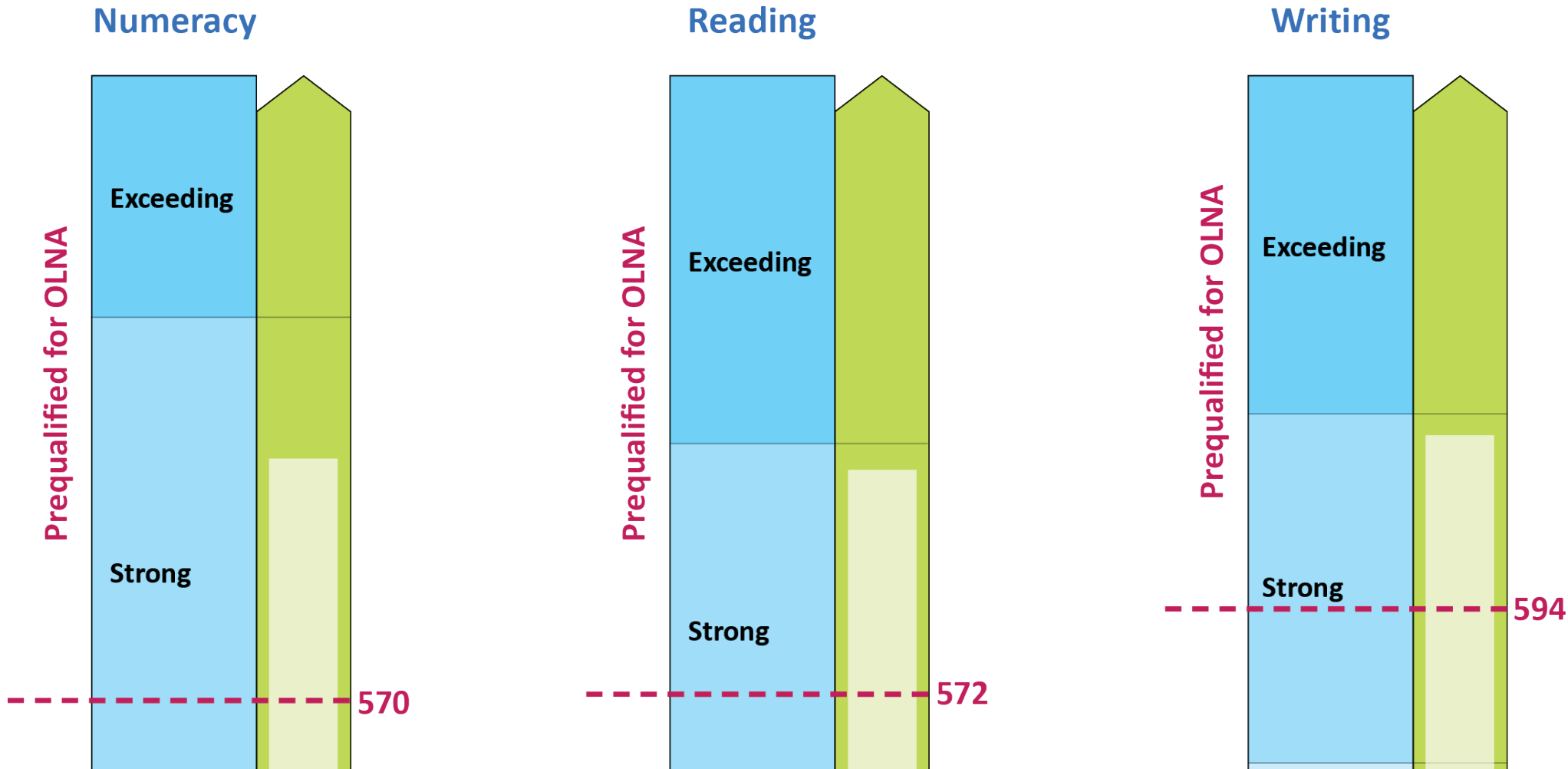
Student report 2023 Year 9



Note: an Individual Student Report (ISR) will indicate the individual student result, national average and school average.



Illustration of NAPLAN scores for OLN A prequalification – close up





OLNA Prequalification – source of truth

LAN003 Report

Available
in SIRS for
schools



WACE OLNA Performance Overview 2023

8888 OLNA Example School					
Student Name	Student Number	Academic Year	Achievement Categories		
			Numeracy	Reading	Writing
Peter, Simms	91098772	Y09	NSA	3*	NSA
Trevor, Garcia	92978516	Y09	3*	3*	NSA
Kelsie, James	90345601	Y09	3*	3*	3*
Cesar, Bryant	91123448	Y09	3*	3*	3*
Stirling, Ballard	99778614	Y09	3*	3*	3*
Anna, Scott	92200026	Y09	NSA	NSA	NSA
Yadiah, Fitzgerald	90000136	Y09	3*	3*	3*
Jonathan, Mcpherson	92000799	Y09	3*	3*	NSA
Quintin, Carney	91999962	Y09	NSA	NSA	NSA
Caroline, Duke	92212139	Y09	NSA	NSA	NSA
TOTALS					
CATEGORY 1	0	0	0		
CATEGORY 2	0	0	0		
CATEGORY 3	8	7	4		
CATEGORY NSA	4	3	6		

Achievement Categories

Category 3 - Students who have demonstrated the minimum standard through the OLNA. (3* - students who have demonstrated the standard through their performance in NAPLAN.)

Category 2 - Students who have not yet demonstrated the standard i.e. proficiency in using a range of ACSE Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and may require specific learning interventions. Individual student's feedback (LAN005) identifies some of the skills students have yet to demonstrate in this component.

Category 1 - Students who have not demonstrated the standard i.e. proficiency in using a range of ACSE Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and require specific learning interventions. Individual student's feedback (LAN005) identifies some of the skills students have yet to demonstrate in this component.

Category NSA - Students who did not sit the assessment or assessment result not available

LAN006 Report

Available
in SIRS to
share with
parents



Online Literacy and Numeracy Assessment

Student Report

Student Number	92976516
Student Name	Trevor, Garcia
School Name	School Curriculum and Standards Authority
Academic Year	Year 9
Date	30/06/2023

As of the date indicated above, performance in the OLNA for Joe is as follows:

OLNA component	Achievement Category
Numeracy	3*
Reading	3*
Writing	NSA

Joe will need to sit the OLNA components listed below.

Required to sit OLNA component(s)
Writing

Achievement Categories

Category 3 - Students who have demonstrated the standard through the OLNA. (3* - students who have demonstrated the standard through their performance in NAPLAN.)

Category 2 - Students who have not yet demonstrated the standard and may require specific learning interventions. Individual student's feedback identifies some of the skills students have yet to demonstrate in this component.

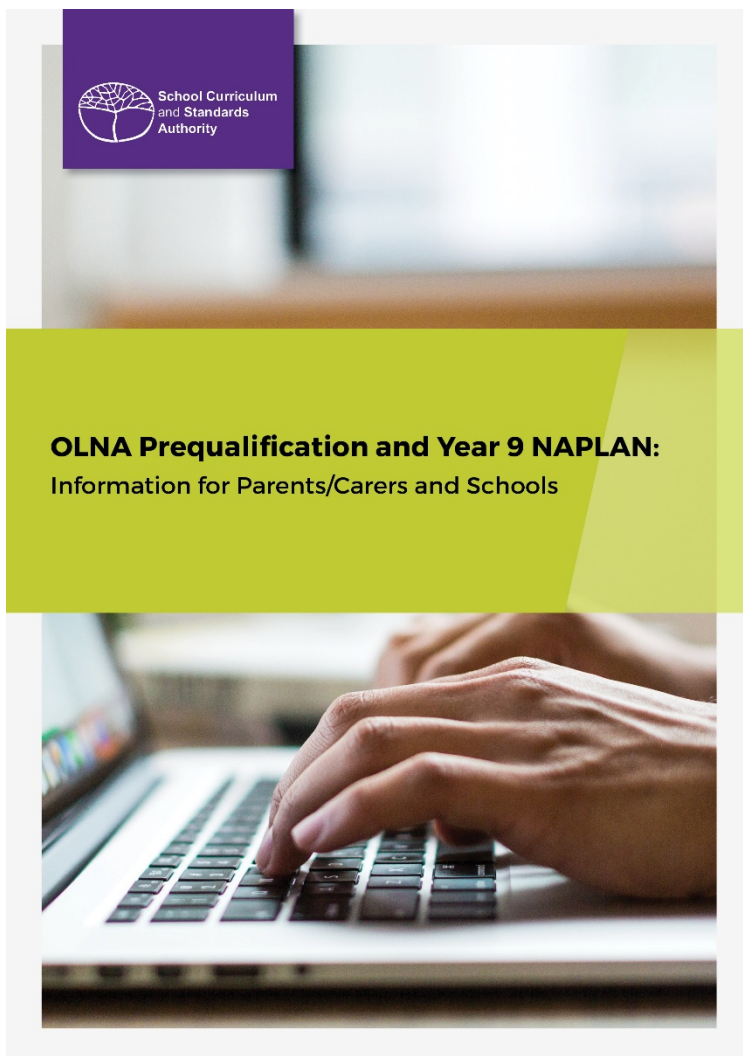
Category 1 - Students who have not demonstrated the standard and require specific learning interventions. Individual student's feedback identifies some of the skills students have yet to demonstrate in this component.

Category NSA - Students who did not sit the assessment or the assessment result is not available.



Brochure – OLNAPrequalification and Year 9 NAPLAN

<https://senior-secondary.scsa.wa.edu.au/assessment/olna>





2024 NAPLAN

- Publication of the National report: late August 2023.
- NAPLAN 2024 dates: 13–25 March 2024.



Adopting and adapting the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*



Budget announced

- The State Government has approved \$24.319 million to adopt and adapt the Australian Curriculum version 9 within the Western Australian Curriculum and Assessment Outline for all learning areas except Languages.
- ACARA have not yet completed the review of Languages. This work is due to be completed by the end of 2023.



A phased approach

- The Authority commenced adopting and adapting the Australian Curriculum version 9 in 2022 and this process will continue until June 2027.
- This approach takes into account the extent of the change for each learning area; for example, Mathematics and Humanities and Social Sciences have a longer lead in time due to the significance of the change in these areas.

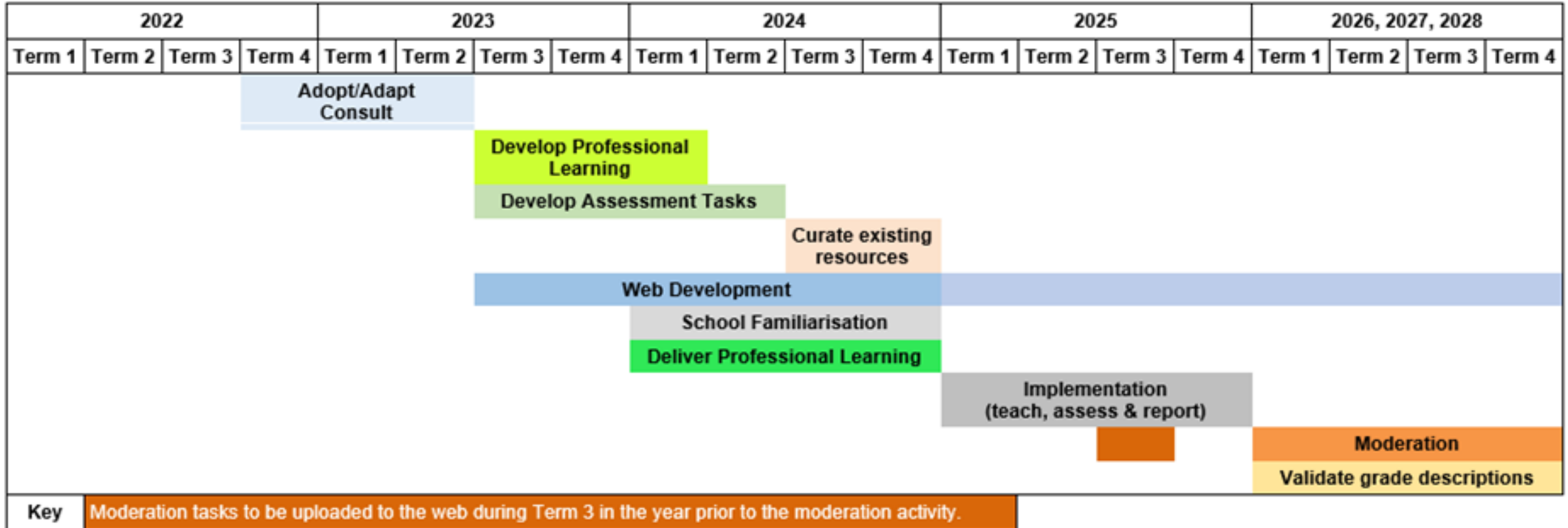


Timeline for adopting and adapting and updating the Outline

Learning Area	Familiarisation	Implementation
<ul style="list-style-type: none">English (P–6 Phonics)Health and Physical Education (Consent and First Aid Examples)	2023	2024
<ul style="list-style-type: none">EnglishHealth and Physical Education	2024	2025
<ul style="list-style-type: none">ScienceMathematicsHumanities and Social SciencesTechnologies	2025	2026
<ul style="list-style-type: none">The ArtsLanguages (TBC)	2026	2027



English (Pre-primary to Year 10) timeline





Revisions to the Health and Physical Education curriculum

- In Semester 2, 2022, the Western Australian Minister for Education requested the Authority prioritise:
 - including content relating to consent and examples of first aid in the Health Education curriculum
 - including the Australian Curriculum Version 9 phonics (including decoding) and word knowledge content in the Pre-primary to Year 6 English curriculum.
- The Authority consulted on the changes to the Health Education curriculum in relation to consent and first aid, and to the English curriculum for phonics and word knowledge in Semester 2, 2022.
- The revised curriculum for Health and Physical Education P–10 for consent and first aid and for English Pre-primary to Year 6 for phonics and word knowledge, is available on the Authority's website for familiarisation in 2023, and implementation in 2024.



Consent

- The Authority has prioritised revisions to the Western Australian Curriculum: Health and Physical Education to ensure students receive more explicit education on positive and respectful relationships and consent.
- The new WA consent content descriptions are aligned to the endorsed consent content descriptions within the Australian Curriculum: Health and Physical Education version 9.
- The new content is a sequence of learning from Pre-primary to Year 10 that acknowledges a commitment to shifting community and societal expectations about the need to prioritise and support changes in the attitudes, norms and behaviours around consent education.
- Through the Western Australian Curriculum: Health and Physical Education, students learn how to enhance their health, safety and wellbeing to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.



Comparative table – Health and Physical Education

Strand: Personal, social and community health

Sub-strand: Personal identity and change

Western Australian curriculum	Australian Curriculum v9	Revised Western Australian curriculum
<p>Being healthy, safe and active</p> <p>The impact of physical changes on gender, cultural and sexual identities</p> <p>Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>Strategies for managing the changing nature of peer and family relationships</p> <p>Communication techniques to persuade someone to seek help</p> <p>The reasons why young people choose to use or not use drugs</p> <p>Skills and strategies to promote physical and mental health, <u>safety</u> and wellbeing in various environments; for example:</p> <ul style="list-style-type: none">• assertive responses• stress management• refusal skills• online environments• making informed choices• contingency plans• demonstrating basic first aid in medical circumstances such as: non-life-threatening bleeds, sprains and strains	<p>Identities and change</p> <p>analyse and reflect on the influence of values and beliefs on the development of identities AC9HP8P01</p> <p>analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes AC9HP8P02</p> <p>examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes AC9HP8P03</p>	<p>Personal identity and change</p> <p><u>Retain</u></p> <p>Impact of physical changes on gender, cultural and sexual identities</p> <p><u>Retain</u></p> <p>Ways in which changing feelings and attractions form part of developing sexual identities</p>



Professional learning modules for Health and Physical Education

- A short professional learning module has been developed to assist teachers with implementation of Consent and first aid.
- The Authority has conducted Webex sessions earlier this week to provide an opportunity for teachers to engage with the changes.
- The professional learning modules are available for teachers to access at any time and is located on the learning area page:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education>



Consent and first aid materials online

Health and Physical Education learning area contacts:


 **Pre-primary to Year 6** : +61 8 9273 6791 | Antoniett.Halden@scsa.wa.edu.au 



 **Year 7 to Year 10** : +61 8 9273 6356 | Dino.Manalis@scsa.wa.edu.au 

Revised curriculum content for Health and Physical Education (HPE) P-10 for consent and first aid is now available for familiarisation in 2023, and implementation in 2024. The changes only affect curriculum content for consent and first aid.

 [WA Curriculum revisions HPE P-6 Consent and first aid](#) 

 [WA Curriculum revisions HPE 7-10 Consent and first aid](#) 

 [Professional learning – Pre-primary to Year 10 Health and Physical Education curriculum – Consent and First aid](#) 

 [HPE P-10 Scope and Sequence Consent and first aid Implementation from 2024](#) 

 [HPE P-10 Support resources for consent and relationships](#) 

Interactive
module for
educators.





Adopting and adapting Health and Physical Education and English

- During 2023, the Authority has completed the process to adopt and adapt the remaining content from the Pre-primary to Year 10 Health and Physical Education and English Australian Curriculum version 9.
- Feedback collected during the consultation sessions conducted in May 2021 has been reviewed, and the final jurisdictional feedback provided to ACARA, in order to draft the proposed changes.
- The Authority worked with the Curriculum Advisory Committees to refine the proposed changes prior to consultation.
 - Early Childhood – Pre-primary to Year 2
 - Middle Childhood – Years 3 to 6
 - Early Adolescence – Years 7 to 10 Health and Physical Education
 - Years 7 to 10 English.



Consultation

- The English and Health and Physical Education proposed changes are currently available on the Authority website for consultation by phases of learning:
 - Pre-primary to Year 2
 - Years 3 to 6
 - Years 7 to 10.
- Consultation was extended and will close on 11 August 2023 to ensure teachers and other stakeholders have had the opportunity to engage with the proposed changes to the curriculum and provide feedback through the online survey.
- Webex sessions were held over four weeks to give teachers and curriculum leaders an opportunity to engage with the proposed changes to the content.
- The revised scope and sequence documents for English and Health and Physical Education will be available for familiarisation in 2024 and implementation in 2025.



Western Australian Certificate of Education (WACE)



WACE policy context

- Recognised nationally in the Australian Qualifications Framework (AQF) and conforms with the senior secondary certificate requirements that have been agreed to nationally.
- Became operational for Year 11 students in 2015 and for Year 12 students in 2016:
 - to achieve their WACE, students had to complete a minimum of five courses in Year 12 of which a minimum of four had to be ATAR courses (ATAR pathway) or complete four General courses with a Certificate II or higher (General Pathway with Vocational Education and Training (VET)).
- A third study pathway of five General courses to complete a WACE was introduced in 2019. This new option was introduced for Year 11 students from 2020 and Year 12 students in 2021.



WACE requirements 2023

Students must:

- complete one of three course combination options
 - complete at least four Year 12 ATAR courses OR
 - complete at least five Year 12 General courses and/or ATAR courses or equivalent OR
 - complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses
- demonstrate the literacy and numeracy standards
- meet the requirements for breadth and depth of study
- meet the achievement standard.

See [WACE Manual 2023](#)



Sample study programs – ATAR

ATAR

Science



Year 11

AELIT Literature
AEPHY Physics
AEHEA Health Studies
AECHE Chemistry
AEMAS Mathematics Specialist
AEMAM Mathematics Methods

Year 12

ATLIT Literature
ATPHY Physics
ATHEA Health Studies
ATCHE Chemistry
ATMAS Mathematics Specialist
ATMAM Mathematics Methods

Humanities



Year 11

AEENG English
AEMAM Mathematics Methods
AEAST Agricultural Science and Technology
AEGEO Geography
GECFC Children, Family and the Community
ADWPL Workplace Learning

Year 12

ATENG English
ATMAM Mathematics Methods
ATAST Agricultural Science and Technology
ATGEO Geography
GTCFC Children, Family and the Community
ADWPL Workplace Learning



Sample study programs – General

GENERAL

Arts



Year 11

AEENG	English
GEDRA	Drama
GEDAN	Dance
AEMAA	Mathematics Applications
GEMPA	Media Production and Analysis
ADSP	School Production

Year 12

ATENG	English
GTDRA	Drama
GTDAN	Dance
ATMAA	Mathematics Applications
GTMPA	Media Production and Analysis
ADCAP	Community Arts Performance

Business



Year 11

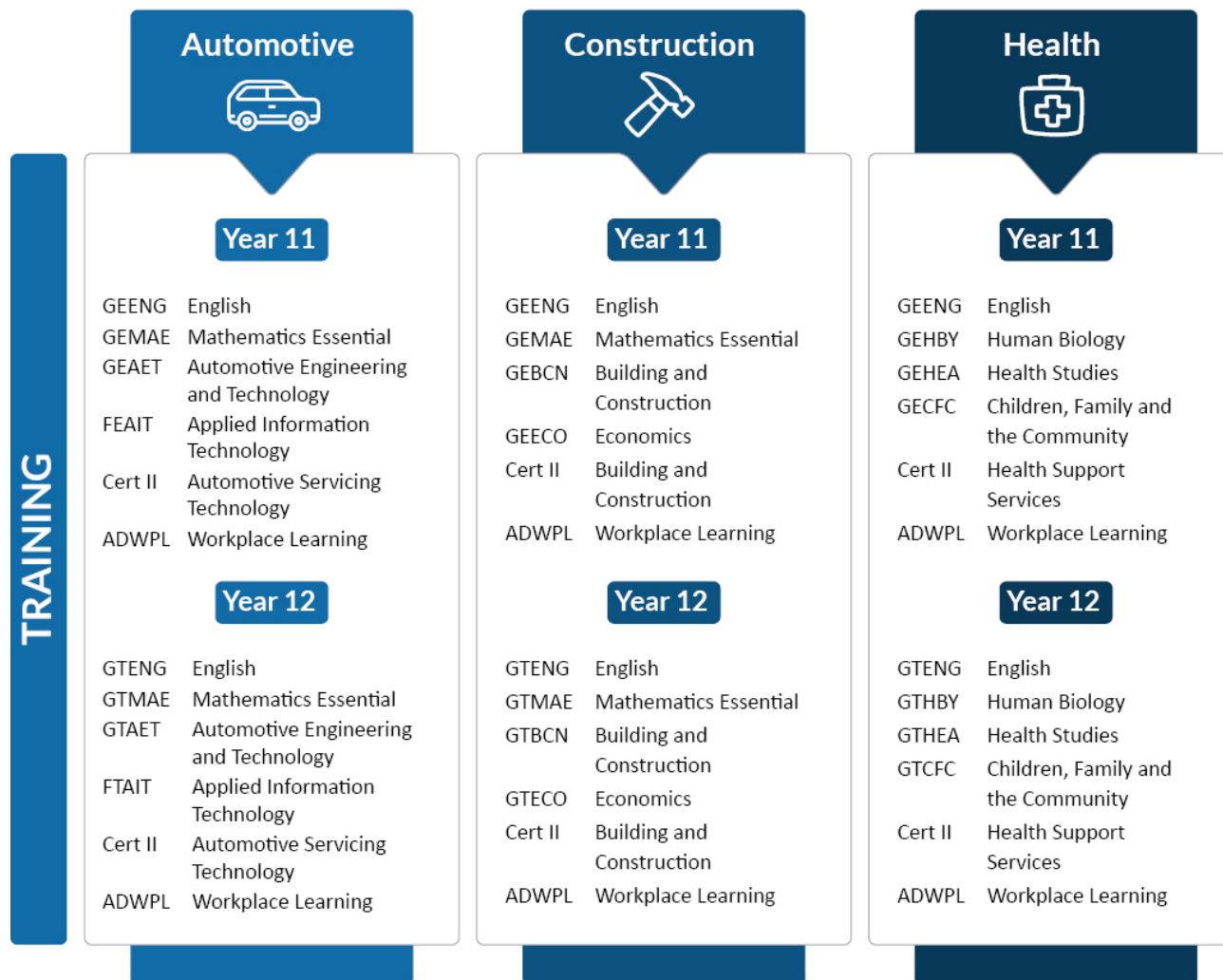
GEENG	English
GEACF	Accounting and Finance
GEBME	Business Management and Enterprise
GECSL	Chinese: Second Language
GEAIT	Applied Information Technology
ADCS	Community Service
GEMAE	Mathematics Essential

Year 12

GTENG	English
GTACF	Accounting and Finance
GTBME	Business Management and Enterprise
GTCSL	Chinese: Second Language
GTAIT	Applied Information Technology
GTMAE	Mathematics Essential



Sample study programs – Training





Why a refreshment of the WACE is timely

- The WACE has been in place for eight years (WACE achievement has remained stable) and student enrolment patterns and more general experiences with the WACE are now available for consideration.
- Available reports and recommendations, such as the *Shergold Report – Looking to the Future: Report of the Review of Senior Secondary Pathways into Work, Further Education and Training*.
- National reforms such as the *Australian Qualifications Framework Review* (2019) and the *Qualifications Reform* may require the Authority to determine how VET student skill standards will be reported.



Proposed refreshments

- Review the nomenclature of ATAR courses.
- Consider how the completion of an ATAR course can be rewarded as compared to a General course.
- Review the requirement that students who are enrolled in a Year 12 ATAR course pair of units are required to sit the ATAR course examination.
- Review the impact of decreasing the number of ATAR and General courses and the impact on the structure of List A versus List B.



Proposed refreshments

- Review the role of endorsed programs, including university enabling programs.
- Explore the form and function of English.
- Review the role, function, value and timing of externally set tasks (EST).
- Investigate the development of a senior secondary certification for students with a recognised disability, as identified under the *Disability Discrimination Act 1992*, who cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions.
- Explore how achievement of first year university courses for approved accelerated students could be recognised as part of the WACE.



Proposed refreshments

- Explore how vocational education and training (VET) could contribute to the combined score from which an ATAR is calculated (joint project with the Office of Tasmanian Assessment, Standards and Certification).
- Examine whether the VET industry specific courses could be examined for the purposes for contributing to the combined score from which an ATAR is calculated.
- Examine the appropriateness of senior secondary students completing Certificate IV as an element of the WACE.



Proposed refreshments

- Investigate how skill sets and micro-credentials could be recognised.
- Investigate the role of learner profiles/portfolios/wallet.
- Investigate the assessment of and reporting on students' Information and Communications Technology (ICT) skills on the Western Australian Statement of Student Achievement (WASSA).
- Investigate the assessment of and reporting on the General Capabilities on the WASSA.



Proposed refreshments

- Other considerations



Links



www.scsa.wa.edu.au



<https://facebook.com/SCSAWA>



<https://facebook.com/scsawateachers>



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