

Glossary

SACE	<p>South Australian Certificate of Education - http://www.sace.sa.edu.au</p> <p>There are two stages of the SACE:</p> <p>Stage 1, which usually begins in Year 10, with students studying the Personal Learning Plan, and continues through Year 11.</p> <p>Stage 2, which is usually undertaken in Year 12.</p> <p>Each subject or course that is successfully completed earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and A+ to E- for Stage 2 subjects.</p> <p>To qualify for the SACE students must:</p> <ul style="list-style-type: none"> • complete a minimum of 200 credits • achieve a C grade or higher in the Stage 1 compulsory subjects • achieve a C- or higher in the Stage 2 compulsory subjects. <p>The compulsory requirements are:</p> <ol style="list-style-type: none"> 2. Personal Learning Plan – 10 credits at Stage 1 3. literacy – at least 20 credits from a range of English subjects (Stage 1 or Stage 2) 4. numeracy – at least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2) 5. Research Project – 10 credits at Stage 2 6. other Stage 2 subjects – that total at least 60 credits <p>The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as VET or community learning) of a student's choice.</p>
Personal Learning Plan	<p>The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12. Students must achieve a C grade or better to successfully complete the subject.</p>
Research Project	<p>The Research Project is a compulsory subject, which most students at APHS take in Year 11. It is worth 10 credits and students need to achieve a C– grade or higher to gain SACE. The Research Project might be scientific, artistic, sporting or historical. It could be a community-based project, or any number of other options.</p> <p>There are two types of Research Project that you can choose from:</p> <ol style="list-style-type: none"> 1. Research Project A <ul style="list-style-type: none"> • The external assessment component can be presented in a variety of ways, including a PowerPoint presentation or a short film. • Research Project A does not count towards the Australian Tertiary Admission Rank (ATAR). 7. Research Project B <ul style="list-style-type: none"> • The external assessment component must be a written report. • Research Project B can be used towards the ATAR. <p>There are three bodies of work in the Research Project, each worth part of the final grade:</p> <ul style="list-style-type: none"> • Folio (40%) • Research Outcome (30%) • Evaluation (30%)
ATAR	<p>Australian Tertiary Admission Rank (ATAR)</p> <p>Gaining an ATAR is important if a student wants to apply for university entrance.</p> <p>The ATAR is an indicator of how well a student has performed relative to other secondary school students across Australia. It is derived from their university aggregate and is reported on their Tertiary Entrance Statement, provided they are eligible to receive one, as a number between 0 and 99.95.</p>
'N' grade	<p>"N" (no result) is given where a student in a Stage 2 subject does not provide sufficient evidence in any of the assessment types for the school assessment component nor the external assessment component.</p>
APPLI	<p>Aberfoyle Park Pathways Learning Initiative</p>
Middle School	<p>Years 8-10</p>
NAPLAN	<p>The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008. - http://www.nap.edu.au/naplan/naplan.html</p> <p>NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.</p> <p>NAPLAN is made up of tests in the four areas (or 'domains') of:</p> <ol style="list-style-type: none"> 1. Reading 2. Writing 3. Language Conventions (spelling, grammar and punctuation) 4. Numeracy.
Ignite	<p>Program for gifted and talented students</p>
PLC	<p>"A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators."</p> <p>Adapted from Learning by Doing Richard DuFour, Rebecca DuFour, and Robert Eaker</p> <p>Our work as a Professional Learning Community is focused on:</p> <p>What do we want students to learn? What should each student know and be able to do as a result of each unit, year level, and/or course? – CONTENT</p> <p>How will we know if students have learned it? Are we monitoring each student's learning on a timely basis? – ASSESSMENT</p> <p>What will we do if students don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty? – DIFFERENTIATION &/or INTERVENTION</p> <p>What will we do if they already know it? – DIFFERENTIATION &/or INTERVENTION &/or ACCELERATION</p> <p>DuFour Model</p>
DayMap	<p>Daymap is a web-based learner management system. Daymap comes in two forms – Classroom, which incorporates attendance, student data and lesson plan management, and Curriculum, which is a full learning management system with Virtual Classrooms, Student Reports and Online Forms.</p>
Formative and Summative Assessment	<p>Formative Assessment is formal and informal processes teachers and students use to gather evidence for the purpose of improving learning on an ongoing basis.</p> <p>Summative Assessment is assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.</p>

Interactive Learning	Interactive Learning is a pedagogical approach that incorporates social networking and computing into course design and delivery. Interactive Learning has evolved out of the hyper-growth in the use of digital technology and virtual communication, particularly by students.								
TfEL	The South Australian Teaching for Effective Learning (TfEL) framework describes DECD position on pedagogy for all schools. The TfEL framework supports the collaborative work of teachers by providing a common frame of reference for reflecting on teaching and learning. http://www.decd.sa.gov.au/teachingandlearning/files/links/SA_TfEL_Framework_Detaile.pdf								
Australian Curriculum	The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority and implemented by each state and territory. As new Australian Curriculum learning areas are implemented, they will replace the relevant subjects in the SACSA Framework .								
Child Protection Curriculum	The Keeping Safe: Child Protection Curriculum has been developed by experienced educators from South Australian schools and preschools. The child protection curriculum for preschool to Year 12 is divided into separate documents: Early Years Band: Ages 3-5 Early Years Band: Years R-2 Primary Years Band: Years 3-5 Middle Years Band: Years 6-9 Senior Years Band: Years 10-12 The Child Protection in Schools, Early Childhood Education and Care Services policy outlines sites responsibilities in regard to teaching the Child Protection Curriculum. The policy states that: Children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing, their rights to personal safety and wellbeing, help seeking and self-protecting behaviours and their responsibilities to the safety and wellbeing of others. 6.12 All children and young people in DECD preschools and schools will access approved child protection curriculum. 6.13 The approved child protection curriculum will be taught by staff who have received training in its use.								
Graduate Quality and Skills Framework	Are the overriding capabilities required by young people including; Communication, Teamwork, Using technology, Citizenship, Initiative & Enterprise including problem solving, Planning & Organising including self management and Personal development http://www.decd.sa.gov.au/vocationalpathways/files/links/Graduate_Qualities_and_Cap.pdf								
Intervention	Intervention is what will we do if students don't learn? It will encompass a range of systematic processes to provide additional time and support for students who are experiencing difficulty? – DIFFERENTIATION &/or INTERVENTION								
Problem Based Learning	A problem-based learning (PBL) model engages students in complex, challenging problems where they work collaboratively towards their resolution. PBL is about students connecting disciplinary knowledge to real-world problems—the motivation to solve a problem becomes the motivation to learn.								
Backwards by Design	Backwards design (or backward design) is an instructional design method invented by Wiggins and McTighe and is part of their larger <i>Understanding by Design</i> framework. “ Backward design begins with the end in mind: What enduring understandings do I want my students to develop?”								
TPACK	Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology. The TPACK framework extends Shulman's idea of Pedagogical Content Knowledge. http://www.tpack.org								
SAMR	The SAMR model, developed by Dr Ruben Puentedura ¹ , aims to support teachers to design, develop and integrate learning technologies to support high levels of learning achievement. The SAMR model describes four levels of technology integration that increase in complexity and effect, from simple <i>substitution</i> which barely changes the function, to a more complex <i>redefinition</i> where the technology use can provide opportunities to create what would not be possible without that technology. <table border="1" data-bbox="359 1220 1492 1332"> <thead> <tr> <th>Substitution »</th> <th>Augmentation »</th> <th>Modification »</th> <th>Redefinition</th> </tr> </thead> <tbody> <tr> <td>Technology acts as a direct tool substitute, with no functional change</td> <td>Technology acts as a direct tool substitute, with functional improvement</td> <td>Technology allows for significant task redesign</td> <td>Technology allows for the creation of new tasks, previously inconceivable</td> </tr> </tbody> </table>	Substitution »	Augmentation »	Modification »	Redefinition	Technology acts as a direct tool substitute, with no functional change	Technology acts as a direct tool substitute, with functional improvement	Technology allows for significant task redesign	Technology allows for the creation of new tasks, previously inconceivable
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Open Source	Open source refers to content, books, computer programs, courses ect that are freely available for all to use.								
iTunes U	iTunes U is a section of the iTunes Store where users can download free educational course content from many colleges and universities, non-profit educational institutions, and K-12 organizations. The content, which includes course lectures, lab demos, sports items, and campus tours, comes as audio and video files. The downloads are free. A number of our teachers have written course that are accessible here. http://www.apple.com/education/ipad/itunes-u/								
SMART goals	What are S.M.A.R.T. GOALS? Specific, Measurable, Achievable, Realistic and Time framed								
HOTS	Higher Order Thinking Skills - includes critical literacy, critical numeracy and cross-curricular competencies. A useful conceptualisation of higher order thinking skills distinguishes two contexts in which these skills are employed: contexts where the thought processes are needed to solve problems and make decisions in everyday life; and contexts where mental processes are needed to benefit from instruction, including comparing, evaluating, justifying and making inferences.								
Blooms Taxonomy	Bloom's Taxonomy provides a structured questioning method that allows for students to engage in higher order thinking processes. The Six Levels of Questioning based on Bloom's Taxonomy provides an excellent starting point for teachers wanting to move beyond the basic question and answer techniques.								
ATIP	Advanced Technology Industry Pathways Program aims to increase the number of students continuing with high level Maths, Science and Technology.								