**ACTIVITY REPORT**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide the Group with an activity report on specific curriculum development projects.</th>
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<tbody>
<tr>
<td><strong>Recommendation(s)</strong></td>
<td><strong>It is recommended that the Group:</strong></td>
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<td></td>
<td>a) Note the activity report</td>
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ACTIVITY REPORT

THE AUSTRALIAN CURRICULUM WEBSITE
An updated version of the Australian Curriculum website (version 8.1) was released on 16 December 2015, including:

- Australian Curriculum: Languages for Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages
- Parent support materials

Version 8.2 of the F-10 Australian Curriculum is planned for release early April. It will include the addition of:

- the improved Mathematics glossary
- print functionality for general capabilities and cross curriculum priorities

Version 7.5 of the Australian Curriculum will continue to be available until the end of 2016.

LANGUAGES
The draft Framework for Aboriginal Languages and Torres Strait Islander Languages and the draft Australian Curriculum for Hindi and Turkish were endorsed by the Education Council at its 11 December 2015 meeting and published on the Australian Curriculum website on 16 December 2015.

The writing of Australian Curriculum: Languages for Classical Languages and Australian Sign Language (Auslan) is in progress. It is anticipated that draft curricula will be released for public consultation in early May 2016.

WORK SAMPLE PORTFOLIOS
Curriculum leads have resumed work on this project, following the pause that was required to address issues raised in relation to the four agreed themes arising from the Review of the Australian Curriculum. ACARA has contracted for a responsive website content management system to be built that will house work samples. This will enable greater flexibility for teachers and other end users of work samples. The content management system build is nearing completion and will require comprehensive testing before ACARA can begin uploading work samples.

Work sample collection and annotation is nearing completion for the Arts, Technologies and Work Studies and well under way for all other learning areas except for Languages.

MONITORING REPORT
The 2015 monitoring report for the period July 2014 to June 2015 was approved by the ACARA Board on 10 December and will be published on the ACARA website in March.

Planning is underway for the 2016 monitoring process, including consultation with state and territory authorities about possible areas of focus for monitoring and format of the report. Feedback from state and territory authorities for the 2016 report will be requested from the end of March and due at the end of end of July 2016.

PARENT MATERIALS
In response to one of the four agreed themes arising from the Review of the Australian Curriculum ACARA published seven information sheets to improve parental engagement on the Australian Curriculum website on 16 December. This followed Education Council noting at the meeting of 11 December 2015. Further enhancements to the webpage will occur in the first half of the year.

During a recent meeting with peak national parent stakeholder groups ACARA was requested to maximise opportunities to promote awareness of these materials to parents across Australia. Where
appropriate, education authorities are encouraged to communicate the availability of these materials on the Australian Curriculum website at http://www.australiancurriculum.edu.au/resources-and-support/parent-information/introduction.

COLLABORATIVE PROBLEM-SOLVING ONLINE ASSESSMENT
A successful trial of four tasks for the Collaborative problem solving online assessment project was held in October 2015. The trial was undertaken in 21 schools. We are awaiting further data for psychometric analysis before refining tasks.

During the week of 22-26 February ACARA coordinated a visit to Australia by six representatives from the Swedish Association of Local Authorities and Regions (SALAR) and three representatives from one of their local areas. ACARA has been collaborating with Sweden on the Collaborative problem solving online assessment project.

In addition to discussing this project, the group met with representatives from the University of Melbourne, AITSL, the Victorian Department of Education and Training, the Victorian Curriculum and Assessment Authority and the NSW Department of Education to learn more about distance education initiatives and Australia’s approach to educating refugees and newly arrived students. They visited a school and distance education centres.

The Swedish delegation also presented to the ACARA staff about the nature of education in Sweden and shared some of the challenges they face.

STEM
ACARA’s STEM project is complete. Thirteen schools from around Australia participated in the program that required them to develop an integrated approach to teaching STEM disciplines in Years 9 and/or 10. Schools needed to focus their project on an authentic challenge that faced their school, the local community or wider society and use STEM disciplines to investigate the challenge and propose a solution. Each school has collated work samples that demonstrate how students approached the project work and ACARA has developed five illustrations of practice that demonstrate how schools approached the integrated teaching of STEM and the benefits or otherwise from their approach.

ACARA has finalised the evaluation report for the project and hopes to publish this on the curriculum resources page of the Australian Curriculum website along with work samples and the illustrations of practice.

MATHEMATICS PROFICIENCIES PROJECT
The purpose of this project is to improve how teachers engage with the proficiencies in the Australian Curriculum for Mathematics in Years F-10.

In mid-2015, the Department of Education and Training commissioned ACARA to develop a project that improved teacher engagement with the proficiencies in the Australian Curriculum for Mathematics in Years F-10.

Over July 2015 – June 2016, the project will include:

- development and publication of additional student work samples with a specific focus on the proficiencies in the mathematics curriculum, particularly in relation to reasoning and problem-solving
- engagement with schools, teachers and students to film illustrations of practice relating to the use of the proficiencies.

In November 2015, ACARA hosted a two-day workshop with Professor Peter Sullivan for 18 state and territory identified teachers. In the sessions, the teachers examined specific examples of classroom learning experiences that make learning goals explicit and show a balanced approach to engaging students in building understandings through problem solving and reasoning, using those understandings to foster fluency.

All schools have since presented draft project proposals, to which ACARA has responded. ACARA staff and film crews will visit schools between mid-March to early May to film material for use in the illustrations of practice.
KINGDOM OF SAUDI ARABIA (KSA) PROJECT
After completing the series of five workshops that made up the first stage of this project, ACARA is now negotiating possible dates and times for the second stage of the project. This stage focuses on developing National Curriculum Standards Specialisation Frameworks for each of the ten learning areas to be included in their curriculum. The frameworks are roughly equivalent to the learning area shape papers of the Australian Curriculum. ACARA is currently preparing for the workshops and developing feedback on the KSA’s draft document.

LANGUAGES
The Framework for Aboriginal Languages and Torres Strait Islander Languages and the Australian Curriculum for Hindi and Turkish were endorsed by the Education Council at its 11December 2015 meeting and published on the Australian Curriculum website on 16 December 2015.

The writing of a Framework for Classical Languages (including Years 7-10 Latin and Classical Greek exemplars) and Australian Sign Language (Auslan) is in progress. It is anticipated that draft curricula will be released for public consultation in mid-May 2016.

INTERNATIONAL DELEGATIONS
ACARA is frequently visited by high level international delegations exploring educational developments in Australia.

During February a delegation from the Swedish Association of Local Authorities and Regions (SALAR), which is responsible for Swedish schools and is a partner in the international Collaborative problem-solving online assessment project. The delegation was focused on learning about online assessment approaches and its relationship to the Australian Curriculum.

The Swedish delegation also presented to the ACARA staff about the nature of education in Sweden and shared some of the challenges they face.

In addition to discussing this project, the group met with representatives from the University of Melbourne, AITSL, the Victorian Department of Education and Training, the Victorian Curriculum and Assessment Authority and the NSW Department of Education to learn more about distance education initiatives and Australia’s approach to educating refugees and newly arrived students. They visited a school and distance education centres.

In early March a delegation from the Japanese National Institute for Educational Policy Research spent several days working with ACARA staff. These sessions placed a particular focus on STEM education and assessment and the relationship with the Australian Curriculum.

TRANSVERSAL COMPETENCIES IN EDUCATION AND POLICY AND PRACTICE
ACARA represents Australia in the Network on Education Quality Monitoring the Asia Pacific project. ACARA is currently developing the Australian report for the UNESCO study exploring approaches and practices adopted in assessing transversal competencies in the Asia-Pacific region. The report involves national level information and case studies of six Australian schools. Each country’s report will be synthesised to form the regional report.