State Records Act 1997

Operational Records Disposal Schedule

SACE Board of South Australia (and predecessor agencies)

RDS 2015/15 Version 2

Version 1 Effective: 8 November 2016 to 31 October 2026

Version 2 Effective: 19 November 2026 to 30 November 2028

SACE Board of South Australia (and predecessor agencies)

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SACE Board of South Australia (and predecessor agencies)

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SACE Board of South Australia (and predecessor agencies)

Preamble

Purpose of the Schedule

This Operational Records Disposal Schedule (RDS) authorises arrangements for the retention or destruction of records in accordance with Section 23(2) of the *State Records Act 1997*.

Application of the Schedule

SACE Board of South Australia (and predecessor agencies)

Version 1 Effective: 8 November 2016 to 31 October 2026

Version 2 Effective: 19 November 2026 to 30 November 2028

Version 2 Approved by State Records Council: 3 November 2026

Authorisation by State Records

This authorisation applies only to the disposal of the records described in the Schedule.

State Records' Contact Information

State Records of South Australia

GPO Box 464
ADELAIDE
South Australia 5001
Ph: +61 7322 7077

Disposal of Official Records

Legislation

Section 23(1) of the *State Records Act 1997* states that an agency must not dispose of official records except in accordance with a determination made by the Manager [Director] of State Records with the approval of the State Records Council.

Section 23(2) states:

'If an agency requests the Manager to make a determination as to the disposal of official records, the Manager must, as soon as practicable:

(a) with the approval of the [State Records] Council, make a determination requiring or authorising disposal of the records in a specified manner; or

(b) make a determination requiring delivery of the records into the custody of State Records or retention of the records and later delivery into the custody of State Records.'

The contents of an RDS, once the approval process is complete, constitute a determination within the meaning of the *State Records Act 1997*.

Functions of the Schedule

An RDS plans the life of these records from the time of their creation to their disposal. It describes the records created and/or controlled by SACE Board, the disposal sentence specifying whether they are to be retained as archives or destroyed, and when this should occur.

This Operational Records Disposal Schedule has been prepared in conjunction with staff from SACE Board to determine the records which need to be kept because of their long term value and to enable the disposal of records once they are no longer needed for administrative purposes. The assessment of the records takes into account their administrative, legal, evidential, financial, informational and historical values. The appraisal of the records is in accordance with the State Records' policy as documented in ***Appraisal of Official Records – Policy and Objectives*** - available from State Records' website (www.archives.sa.gov.au).

The Schedule complements the General Disposal Schedules (GDS) that are issued by State Records to cover housekeeping and other administrative records common to most State Government agencies.

Relationship to other disposal schedules

The general disposal schedule for State Government agencies in South Australia (GDS 30, as amended) should be used by State Government agencies for common records documenting activities such as HR, financial management, policy and procedures.

Hardcopy source records dating from 1 January 2005 that are converted to digital format (digitised) as part of business processes can be disposed of under General Disposal Schedule 21 (GDS 21) where the conditions outlined in GDS 21 are met.

State Records of South Australia issue general disposal schedules from time to time to implement disposal freezes, restricting disposal of records which might otherwise by authorised for destruction. To see the latest schedules implementing disposal freezes check the State Records of South Australia website Disposal Freezes | State Records of South Australia (archives.sa.gov.au).

Using the Schedule

The Schedule applies only to the records described within it.

Layout

The Schedule is laid out as follows:

Item Number:	Numbering in the Schedule is multi level: • Functions have single numbers (*e.g.* 1.) • Activities and/or processes have two-level numbers (*e.g.* 1.1) • Disposal classes have three-level numbers (*e.g.* 1.1.1)
Function:	The general functions are shown in 12 point bold Arial upper case at the start of each section. (e.g. **EDUCATOR DEVELOPMENT**)
Activity/Process:	The activities and processes relating to each function are shown in 12 point bold Arial sentence case (e.g. **Educator Training**).

Description: Descriptions are in three levels ranging from broad functions to specific disposal classes:

- definitions of functions are shown at the start of each section in bold (e.g. **The function associated with providing professional development for educators relating to the delivery of the SACE by the Institute of Educational Assessors (IEA), or by other means, including e.g. SACE facilitated workshops, etc.**)
- definitions of activities are located adjacent to the activity title in italics e.g. *The activities and processes associated with the development and delivery of training programs to educators individually or through schools, regarding SACE systems, curriculum, assessment, and moderation matters, etc.*
- descriptions of each disposal class are arranged in sequence under the activity definitions.

Disposal Action: Disposal actions relate to the disposal classes arranged under the activity descriptions. The status of the class is either PERMANENT or TEMPORARY with a disposal trigger and retention period given for all temporary records.

Retention Period of the Record

The Schedule is used to sentence records. Sentencing involves applying the record retention periods within the RDS to the records of SACE Board. Decisions are made using the Schedule about whether records are to be retained and, if so, for how long, or when they are to be destroyed.

Retention periods set down in the Schedule are minimum ones and SACE Board may extend the retention period of the record if it considers there is an administrative need to do so. Where SACE Board wishes to retain records for substantially longer periods it should request that the Schedule be amended to reflect this requirement.

Custody and Transfer of the Record

Permanent Records

Section 19 of the *State Records Act 1997* includes provisions for the transfer of custody of an official record:

a) when the agency ceases to require access to the record for current administrative purposes or

b) during the year occurring 15 years after the record came into existence - whichever first occurs.

Official records that have been sentenced as permanent, in accordance with an approved disposal schedule, are required to be transferred to State Records.

Agencies with valid reasons to retain permanent records for longer than 15 years should apply in writing to Director [Manager], State Records requesting either a postponement or an exemption from section 19.

It should be noted that postponement or exemption are only granted in exceptional circumstances.

Temporary Records

The custody of official records that have been sentenced as temporary is the responsibility of agencies. A policy and standards framework for the management and storage of temporary value official records has been established by State Records as documented in ***Records of Temporary Value: Management and Storage: Standard and Guidelines (May 2002)***. SACE Board needs to comply with these policy documents - available from State Records' website (www.archives.sa.gov.au).

The custody of official records on networks or hard drives is also the responsibility of agencies. SACE Board needs to ensure that records in electronic format remain accessible to authorised users for the duration of the designated retention period. State Records is, however, currently examining options for the transfer of permanent value electronic records in digital form to its custody.

Destruction of Temporary Records

Temporary records can only be destroyed with the approval of the CE or delegate in accordance with the Destruction of Official Records – Agency Approval Process issued by State Records of South Australia. Failure to comply with this direction falls under Section 17 of the *State Records Act 1997*.

Prior to destruction, the following General Disposal Schedules (GDS) need to be consulted:

- GDS 16 Records of relevance in relation to Native Title
- GDS 47 Records of relevance to allegations of Child Abuse matters.

SACE Board must ensure that all destruction is secure and confidential and that a certificate confirming destruction is provided by private contractors.

Standard methods for destruction of paper are shredding, pulping or other means that are environmentally friendly.

Records in electronic format must only be destroyed by reformatting or rewriting to ensure that the data and any "pointers" in the system are destroyed. "Delete" instructions do not offer adequate security as data may be restored or recovered.

SACE Board must keep their own record of all records destroyed, noting the relevant disposal authority. Proof of destruction may be required for legal purposes, or in response to FOI applications. When records are destroyed systems that control them should also be updated by inputting destruction dates and relevant disposal authorities.

Review

State Records' disposal schedules apply for a period of ten years. Either SACE Board or State Records may propose a review of the Schedule at an earlier time, in the event of changes to functions or procedures that affect the value of the records covered by the disposal authority. Reviews are especially necessary if there is vast administrative change that affects the currency and use of the records and/or the records are dispersed to other agencies.

The State Records Council needs to approve all amendments to the Schedule. Officers using the Schedule should advise State Records of any necessary changes.

Compliance with the Determination

Failure to comply with this determination, or any directions in it, falls under Section 17 of the *State Records Act 1997*.

Context Statement

Context of the Agency Covered by the Schedule

SACE Board History and Background

Nomenclature of Entities

The structure of the **South Australian Certificate of Education (SACE) Board of South Australia** comprises two complementary 'entities' namely:

- the independent statutory authority – i.e. the body corporate, and
- the organisational arm of the body corporate – includes the Office of the Chief Executive (OCE).

Collectively these two entities comprise, and are commonly referred to/known as, the **SACE Board of SA**, which for this RDS and other purposes is identified (and registered within State Records systems) as **GA 2039, South Australian Certificate of Education (SACE) Board of SA, 2008 to current.**

For the purposes of this RDS the following terms[1] are used when referring variously to the Agency, its constituent entities and the 'SACE' Certificate:

- **SACE Board of SA** (the **Agency**): used to describe (wholly) both constituent entities (i.e. the SACE Board and the Office of the SACE Board) as a single administrative unit pursuant to the *State Records Act* 1997
- **SACE Board (**the **Board)**: used when describing the entity comprising the governing board, its members and various **board** committee structures
- **Office of the SACE Board (**the **Office)**: used when describing specifically and only the organisational entity of the Agency
- **SACE Certificate ("the SACE"):** usually refers to the SACE Certificate, i.e. undertaking/ studying for/ attaining *the SACE*
- The generic (non-preferred) term **SACE** (on its own) by common usage may refer to any general matter pertaining to the certificate or relevant entities; i.e. visiting SACE (i.e. the Office), etc and thus should be avoided in formal reporting and documents.

Background

The University of Adelaide created, maintained and substantially controlled the curriculum in secondary schools in South Australia for nearly a century (1876 – 1968)[2]. It was able to do this through putting in place and systematically establishing and consolidating a system of

[1] It is intended that the use of these terms within this RDS will reduce, if not eliminate, ambiguity when referring to or describing the various entities that comprise the agency and the Certificate itself.

[2] Antonio Mercurio, *Questions as Answers, Understanding upper secondary selection and certification practices in South Australia, 1950 – 2000*, SSABSA 2003, p45

'public certification' through the establishment and conduct of a series of public examinations, including the matriculation examination.

The University of Adelaide, from the beginning, was responsible for not only the conduct of the Matriculation Examination but also for a range of other public examinations. The purpose of these public examinations in both the public (state) and independent/Catholic schools sectors, from the point of view of the University, was to oversee the standard of education in South Australia, and to provide a mechanism to assess student eligibility for university entrance.

Various "boards"[3], summarised below, for the public certification of students' achievements in senior secondary schooling in South Australia have been in existence since 1876 and in *changed form* continue to this day, viz:

Years	Board (Title)	Entity Status
1876 – 1900	Professorial Board (PB) & Board of Examiners (BE)	Committees of the University of Adelaide
1901 – 1968	Public Examinations Board (PEB) Period 1: 1901 – 07: PEB Period 2: 1908 – 39: PEB & PEC[4] Period 3: 1940 – 68: PEB	A committee of the University of Adelaide
1969 - 1983	Public Examinations Board of South Australia (PEBSA)	A statutory authority
1984 – 2008	Senior Secondary Assessment Board of South Australia (SSABSA)	A statutory authority
2008 - ct	South Australian Certificate of Education (SACE) Board	A statutory authority

The complete range of examinations offered by the SACE Board and its predecessors since 1876 is set out at Annexure A.

Below is an overview of public certification from 1876 to 2016 (current)

4th Year (Year 11) Matriculation (1876 – 1965)

The early years of public certification were characterised by the Matriculation at the year 11 (4th year) level.

5th Year (Year 12) Matriculation 1966 – 1983

In 1966 the 'new' Matriculation was introduced which replaced the old 'Leaving Honours Examination'.

Subsequently the *Public Examinations Board of South Australia Act 1968* established the Public Examinations Board of South Australia (PEBSA). The Board of the new statutory

[3] Embellished using the table provided by Antonio Mercurio, *Questions as Answers, Understanding upper secondary selection and certification practices in South Australia, 1950 – 2000*, p43

[4] Public Examinations Committee

authority was established and commenced operations on 1 July 1969 with representation from key educational stakeholders[5], namely:

- Department of Education and Children's Services (DECS) formerly the Education Department
- Catholic Education South Australia (CESA) formerly Catholic Education Office (CEO) of South Australia
- Association of Independent Schools of South Australia (AISSA)
- University of Adelaide (UoA)
- Flinders University of South Australia (FUSA)
- South Australian Institute of Technology (SAIT), now University of South Australia (UniSA).

PEBSA was responsible for the development of syllabuses and the conduct and reporting of examinations in accordance with the requirements of the both the University of Adelaide and Flinders University (established in 1966).

Year 12 Certificate of Achievement (1984 – 1992)

The *Senior Secondary Assessment Board of South Australia Act 1983* resulted in the establishment of the Senior Secondary Assessment Board of South Australia (SSABSA) to replace PEBSA. SSABSA's functions included the preparation and approval of syllabuses (curriculum) and the assessment of students studying approved syllabuses.

In 1984 the Matriculation certificate was replaced by the Year 12 Certificate of Achievement.

SACE Certification 1993 – ct[6]

Community concern about post compulsory education arrangements not providing Years 11 and 12 students with adequate preparation for university studies or serving those not seeking university studies resulted in the 1986 Committee to Review Tertiary Entrance Requirements, which prompted the 1988 Enquiry into Immediate Post-Compulsory Education. The Enquiry investigated the framework for the immediate post-compulsory education years, and the arrangements under which young people qualify and are selected to enter higher education.[7]

In order to enact the recommendations resulting from the 1988 Enquiry, the Act was amended in 1990. As a result the governance of Year 11 was transferred to the SACE Board and the South Australian Certificate of Education (SACE) was inaugurated. The first SACE Certificate was awarded in 1993.

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[5] p70 Mercurio

[6] Unless otherwise stated, information sourced from various SACE Board of SA annual reports and the SACE Board of SA website.

[7] Report of the Enquiry into Immediate Post-compulsory Education, Volume 1, South Australia. Education Department, 1988, p2.

SACE Board of South Australia (and predecessor agencies)

In 2008 SSABSA was renamed to the SACE Board of South Australia by legislative amendment, viz: *Senior Secondary Assessment Board of South Australia (Review) Amendment Act 2008*.

The review also resulted in SACE developments and improvements which the SACE Board has been committed to implementing since that time to ensure the quality and integrity of the SACE. The compulsory Personal Learning Plan which encourages students to explore their strengths, abilities, and skills in preparation for future training and employment was introduced for Year 10 students in 2009. Revised SACE Stage 1 subjects commenced in 2010, and the SACE Stage 2 was introduced in 2011 which also marked the year that the first cohort of students completed the new SACE. Opportunities for students to complete vocational education and training (VET) as part of their SACE have increased, as have opportunities for teachers to enhance their capabilities in SACE subject delivery and assessment practices through increased professional development workshops, conferences and the establishment of The Institute of Educational Assessors (IEA).

The IEA was established in response to recommendations of the SACE First Year Evaluation Panel. Its vision is to improve student learning outcomes by providing educators with opportunities to develop educational assessment expertise through participation in accredited courses and other professional learning opportunities such as the Assessment for Educators/ Schools (AES) and Certified Educational Assessors (CEA) modules. Accredited courses may also contribute towards educator's postgraduate qualifications.

The SACE First Year Evaluation Panel was established in 2012 to evaluate the first year of the new SACE and provide recommendations for areas of improvement. It considered a range of information to identify issues associated with the new SACE and its implementation, including identifying the impact of the new assessment model and of the compulsory Research Project in SACE Stage 2. The SACE Board's response to the panel's final report is contained in the SACE Directions and Actions.

In April 2013 the SACE Board of South Australia became subject to the *Freedom of Information (FOI) Act*. Prior to 2013, the Agency was exempt, this status having been carried over from the former Senior Secondary Assessment Board of South Australia (SSABSA). The SACE Board determined that it would demonstrate its commitment to the government's policies of transparency and accountability, as set out in its Citizen's Rights to Information in South Australia (November 2003), by reviewing its status under the FOI Act, and in 2012 the Board approved the recommendation that the SACE Board become subject to the FOI Act. However, the Board also determined that certain data sets and information should be protected from inappropriate or potentially damaging use and thus sought a partial exemption for such information and data through the inclusion of these in the FOI Regulations.

A significant objective of the SACE Board is to transition paper-based processes to an online environment and in 2014 schools were able to submit all school-assessed results for all Stage 2 subjects online. Schools Online, previously known as DATEX Online, is the SACE Board's web-based application for schools to enter and manage enrolments, results and reporting. For example, teachers can enter Stage 1 and Stage 2 results using Online Results Sheets (ORS) in Schools Online.

From 2016 and beyond the SACE Board is continuing to improve the efficiency and capacity of its information technology processes and systems and to explore online assessments, as

well as continuing to promote the delivery of the SACE International overseas. The SACE International is an internationally recognised pre-university program, previously known as the South Australian Matriculation (SAM) program, administered by the SACE Board of South Australia. International acceptance of SACE International has led to an increase in the number of SACE International colleges in Asia.

SACE Board Role and Function

The role, function and structure of the Agency (i.e. post July 2008) emanates directly from the *SACE Review – Success for all* published in 2006. The review was established in 2004, prompted by a priority of South Australia's Strategic Plan to review the senior secondary education certificate. The aim of the review was to create more flexible arrangements, broaden student pathways and develop the enterprise, interpersonal and employment-related skills needed for the future, for individuals and for the best economic and social interests of South Australia. [8]

The review addressed the following strategic issues:

- the case for reform
- a new "SACE"
- legislation and governance.

In particular the Report set out a number of detailed proposals relating to:

- curriculum
- assessment and reporting
- certification
- implementation methodology and timetable.

As a result of the proposals set out in the Report, the SACE Board of SA:

- is an independent statutory authority of the South Australian Government involved in educating and training students in senior secondary education
- sets the subject outlines of subjects to be studied in Stage 1 and 2 of the SACE and is responsible for the assessment of student achievement in these subjects
- issues the South Australian Certificate of Education (SACE) to all students who are successful in meeting the requirements of the SACE

The SACE Board of South Australia is an independent statutory authority that reports to parliament through the Minister for Education and Child Development. It extends its services to all schools in South Australia that offer Stage 1 and Stage 2 studies for the South Australian Certificate of Education (SACE). The SACE Board services schools that are part of the South Australian Department for Education and Child Development as well as non-government schools, including those linked with Catholic Education South Australia and the Association

[8] *Success for all: SACE Review at a glance*, Ministerial Review of Senior Secondary Education in South Australia, Government of South Australia, 2006, p4.

of Independent Schools of SA. Through negotiated arrangements, the Board offers its subjects and assessment services to schools in the Northern Territory that deliver the Northern Territory Certificate of Education and Training and to a number of centres in Malaysia and China that deliver the SACE International program. [9]

The main functions include [10]:

- establishing and administering the South Australian Certificate of Education (SACE)
- determining the requirements for the achievement of the SACE
- commissioning the development and review of courses and subjects
- approving learning frameworks for the provision of courses and subjects for the SACE
- recognising other forms of learning, including VET, in the SACE.

A detailed schedule of functions is set out at Annexure B.

There are two stages of the SACE:

- Stage 1, which usually begins in Year 10 with the Personal Learning Plan, and continues through Year 11
- Stage 2, which is usually undertaken in Year 12.

Each subject or course that is successfully completed earns 'credits' towards the SACE. [11]

An overview of the SACE certification process and SACE policies is at Annexure C.

The Office of the SACE Board is the organisational arm of the Board. The role of the Office is to carry out the functions of the Board as set down in the legislation and to implement the Board's decisions. The Office of the SACE Board consists of the following groups:[12]

- Communications, which delivers strategic communications, marketing, and publishing functions
- Curriculum and Assessment Services which provides services associated with the accreditation and certification of SACE subjects and recognition of courses and services that assure the quality of school and external assessment practices, and provides subject-based support to teachers and schools.
- Human Resources and Corporate Services which provides strategic and operational human resource management, financial management, administration, and other corporate services
- Information Services which develops and maintains appropriate information technology resources, collects and manages data in relation to the participation and

[9] SACE Board of SA, 2014 Annual Report, p6

[10] SACE Board of SA, 2014 Annual Report, p6

[11] SACE Board of SA, Website, 2016

[12] SACE Board of SA, 2014 Annual Report, p9

performance of students in the SACE, and manages student registration, subject enrolment, and the accurate processing of results data

- Office of the Chief Executive which provides support in strategic engagement with key partners, supports the operation of the Board and its standing committees, and promotes organisational improvement.

Relationship to the Minister

The Board reports to, and is subject to direction from, the Minister. The Minister may give the Board a direction about any matter relevant to the functions and powers of the Board. However, the Minister may not give a direction in relation to the content or accreditation of subjects and courses or in relation to the assessment and results of students. The Board is required to provide the Minister any report or information that the Minister requires in exercising his/her ministerial portfolio responsibilities.

Membership

The SACE Board comprises eleven members and includes the Chief Executive (*Ex Officio*).

Board Appointments

Pursuant to the *SACE Board of South Australia Act 1983*, the Minister is responsible for nomination and appointment of Board members.

Board Committees

The SACE Board has the following Standing Committees:

- Accreditation, Recognition and Certification Committee, which advises and assures the Board on the SACE Board of South Australia policies and procedures for fulfilling its legislative, governance and organisational responsibilities for the accreditation of SACE subjects, the recognition of other learning, and the determination of the requirements for achieving the SACE
- Planning, Finance, and Performance Committee, which advises and assures the Board on the SACE Board of South Australia's policies and procedures for fulfilling its legislative, governance and organisational responsibilities for strategic planning, resource use, organisational quality, and performance
- Institute of Educational Assessors, which provides professional learning that meets the needs of professional teachers and educators seeking to strengthen their knowledge of, and practice in, assessment
- Innovation Development Advisory Group, which is a future-focused working group of the Board that provides recommendations and advice to the Board on potential innovations for the SACE.

Whilst the Innovation Development Advisory Group and the Institute of Educational Assessors have been established by the Board to carry out functions on its behalf and are recognised as standing committees pursuant to the *SACE Board Act, 1983*, they are not formally listed on the Department of the Premier and Cabinet's Boards and Committees Information System, and members of these committees are not paid as members of a

government Board. The Innovation Development Advisory Group is a working group with possibly a limited tenure and is not reflected on the SACE Board Organisational Chart.

Relationship to External Stakeholders

As it undertakes its legislated functions and responsibilities the Board is required, under the Act, to take into account the views of:

- relevant school institutions and authorities
- educators (teachers), instructors, trainers and counsellors
- the three school sectors
- the tertiary and vocational education sectors
- employer, employee and parent associations
- relevant accreditation and regulatory bodies
- any body (organisation) or authority that represents the Government of another jurisdiction that has a working relationship with the Board.

Structure Description

The Agency structure comprises of the Board, the Board Committees, and the Office of the SACE Board. A high-level structure of the Agency is set out at Annexure D.

Predecessor Agencies

- GA 1228, Senior Secondary Assessment Board of South Australia (SSABSA), 1984 - 2008
- GA 2178, Public Examinations Board of South Australia, 1969 - 1983
- GA 2038, Public Examinations Board (University of Adelaide), 1901 - 1968
- GA 1331, University of Adelaide, 1876 – 1900.

Whilst the functions of the SACE Board of SA were previously carried out by the Public Examinations Board (PEB) and the University of Adelaide, the University of Adelaide is a separate entity that continues in existence pursuant to relevant legislation, and has not been superseded by the SACE Board of SA.

A detailed timeline analysis of the Agency and its predecessors is set out at Annexure E (p1).

Successor Agencies

There are no successor agencies.

SACE Board of South Australia (and predecessor agencies)

Legislation

Current Legislation

- 1983 – current *SACE Board of South Australia Act 1983*[13].

Defunct Legislation

- 1968 – 1983 *Public Examinations Board of SA Act 1983*
- 1876 – 1968 *University of Adelaide Act 1871*.

Related Legislation (impacting on the Agency)

- *Education Act 1972*
- *Senior Secondary Assessment Board of South Australia (Review) Amendment Act 2008*
- *Education (Compulsory Education Age) Amendment Bill 2007.*

Context of the Records Covered by the Schedule

Coverage of RDS 2015/15

The purpose of this RDS is to establish coverage for operational records of the SACE Board of SA and its predecessor agencies.

This RDS applies to defunct and current operational records created, acquired or received by the Agency and its predecessors established to administer or operate in accordance with the various Acts listed above. The records held by the SACE Board of SA that were produced by the PEB and the University of Adelaide as predecessor agencies, remain the responsibility of the SACE Board as the custodial Agency[14]. This includes GRS 12332.

This RDS and (since 1 January 2016) GDS 30 (as amended) should be used to sentence pre-SACE records (i.e. created prior to 1993) that have equivalent function, activity and status.

[13] Act renamed, formerly *Senior Secondary Assessment Board of SA Act*, 1983

[14] Crown Solicitor's Advice to State Records, July 2009

SACE Board of South Australia (and predecessor agencies)

Record series already in the custody of State Records include:

GRG / GRS reference	Series Title (As described in ArchivesSearch)	Date Range of Series	Units Held @ State Records
GRS 8978	Agenda, minutes and papers - Resources Policy Committee, SSABSA	1984 - ct	11
GRS 8979	Agenda, minutes and papers - Curriculum and Assessment Policy Committee, SSABSA	1984 - 2004	29
GRS 8980	Agenda and papers, numerical series with 'B' prefix - Senior Secondary Assessment Board of South Australia (SSABSA)	1984 - 2008	39
GRS 8981	Agenda, minutes and papers - Executive Group, SSABSA	1983 - ct	8
GRS 8982	Agenda, minutes and papers - Management Group, Senior Secondary Assessment Board of South Australia	1993 - 2007	25
GRS 8983	Agenda, minutes and papers - Standing Committee, Public Examinations Board of SA	1969 -1983	3
GRS 8984	Agenda and minutes - Communications Policy Advisory Group - SSABSA	1986-1988	1
GRS 12332	Student results cards, alphabetical series - Public Examinations Board	1895-1966	166
GRS 12560	Agenda, minutes and papers - Public Examinations Board of SA	1968 - 1978	5
GRS 13696	Subject files, annual single number series with 'SSABSA' prefix - Senior Secondary Assessment Board of South Australia	1984 - 1990	7
GRS 13697	Subject files, imposed single number series - Office of the Chief Executive, SACE Board of SA	1984 - 2011	67
GRS 13821	Specimen examination papers - Public Examinations Board	1923 - 1923	1
GRS 14133	Agenda - Senior Secondary Assessment Board of South Australia (SSABSA)	1984 - 1999	1
GRS 14134	Minutes - Senior Secondary Assessment Board of South Australia (SSABSA)	1984 - 1999	3
GRS 14137	Subject index to matters discussed at Senior Secondary Assessment Board of South Australia (SSABSA) meetings	1984 - 1988	1

SACE Board of South Australia (and predecessor agencies)

GRG / GRS reference	Series Title (As described in ArchivesSearch)	Date Range of Series	Units Held @ State Records
GRS 14163	Minutes of special meetings, seminars and workshops - Senior Secondary Assessment Board of South Australia (SSABSA)	1984 - 1990	1
GRS 14164	Records relating to induction seminars - Senior Secondary Assessment Board of South Australia (SSABSA)	1991 - 1996	1

A detailed timeline analysis of the series in archival custody is set out at Annexure E (p2).

Series in archival custody and in storage with an approved storage provider will be re-sentenced using the provisions of the RDS.

RDS 2015/15 does not cover records already in the custody of State Records as:

- **Government Record Group 130 (GRG130) – Public Examination Board (PEB) Examinations Registers, 1901 - 1965**.

These records have been deemed permanent in accordance with a disposal determination made for all GRGs by the Manager [Director] of State Records and approved by the State Records Council on 9 November 1999.

Pre-1895 records of the Public Examination Board held in the custody of the University of Adelaide are not the responsibility of the SACE Board of SA and not covered by this RDS.

Lastly, with the introduction of the GDS 30 (as amended) from 1 January 2016, a Governance function has not been included in this RDS.

Related Series Affected by RDS 2015/15

There are no related series.

Complementary Schedules to RDS 2015/15

There are no complementary Disposal Schedules to use with this RDS.

Existing Disposal Schedules Superseded by RDS 2015/15

- RDS 2009/0006 approved 10 August 2010 for the SACE Board of South Australia

Records Structure within SACE Board

The records of the SACE Board are managed within the various business units by individual staff.

An Electronic Document and Records Management System (EDRMS), currently *Objective* has been implemented to manage the records of the Agency. This uses an Agency-specific Business

Classification Scheme and a variety of configuration options and system controls to enable staff to create, classify, capture, store, maintain and access both physical and electronic records.

Prior to the implementation of the EDRMS there were disparate filing systems and practices within each business unit and were not under centralised control. Files were variously managed by subject or topic, project or program, within or across years to meet local business process and activity requirements.

Enrolment and assessment records have historically been managed in paper format, such as forms and index/student cards. As digital technologies have evolved these paper records have been complimented by computer systems that have enabled data to be manually input and reported in a paper list and summary format, such as line feed printouts. Ongoing enhancements in digital technologies have enabled the SACE Board to progressively transition from paper source records and manual data entry to sophisticated databases and online systems that capture and report enrolment and assessment data in both digital and printed formats. For example the SACE Database was implemented in 1992 to capture and manage student enrolment, subject, special provisions and results information. Schools Online (previously DATEX) was implemented in 2014 as the SACE Board's web-based application for schools to enter and manage enrolments, results and reporting.

Other databases other than Objective, the SACE Database and Schools Online that are currently used to capture and manage records include:

- CHRIS 21 for payroll records
- Titan for security and building access information and surveillance
- Assessment Panels Database to manage external assessment panel information
- ACCPAC for finance and accounting records

Broad Description and Purpose of the Records

The records document the operations and management of the Agency. In broad terms the records document the following broad categories:

- curriculum development and accreditation
- educator training and development, enrolment and recognition
- business development (SACE Certificate and SACE International)
- student enrolment and assessment
- research, analysis, data administration and evaluation
- results processing and publishing
- SACE reporting
- SACE grievances and appeals
- SACE policy and procedures.

Pre database records include *GRS 12332, Student results cards, alphabetical series - Public Examinations Board, 1895-1966* now in the custody of State Records. Series of printouts of

student results from 1966 to 1992 (when the SACE Database was implemented) are in the process of being registered and transferred to the custody of State Records.

Functions and Activities Documented by the Records

CURRICULUM MANAGEMENT

- Accreditation (Recognition)
- Curriculum Development

EDUCATOR DEVELOPMENT

- Educator Enrolment
- Educator Training

SACE MANAGEMENT

- Business Development
- Data Administration (SACE)
- Reporting (SACE)
- Grievances and Appeals
- Policy and Procedures
- Research and Evaluation
- Standards
- Student Enrolment (Registration)

STUDENT ASSESSMENT

- Examination Development
- Assessment
- Moderation (Subject)
- Special Circumstances/Provisions
- Student Recognition
- Results Processing

Arrangement of the Records

Since the implementation of *Objective EDRMS* the records are managed by a new Business Classification Scheme. Prior to this some records were issued with numerical identifiers to link records to the relevant subject. Other records were held by individuals and teams using their own system(s) of arrangement and control. For example, single number with acronym prefix, (sometimes with ‘year’ infix) and variations thereof. Specific examples of arrangement for Curriculum and Assessment records include Year, School, Subject, and Year, Subject, School, Assessment Group.

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Agency Creating the Records

SACE Board **of SA** created the records covered by this RDS.

Agency Owning or Controlling the Records

SACE Board **of SA** owns and controls the records covered by this RDS.

Date Range of the Records

Records Date Range: 1895 to Ongoing

As previously mentioned, records prior to 1895 and held in the custody of the University of Adelaide are not the responsibility of the SACE Board of SA and are not covered by this RDS.

Volume of the Records

Records held by Agency

There may be approximately 250 linear metres of records held by the Agency. There may be approximately 127 GB of digital records in the Objective EDRMS and other databases.

Records held by State Records

Approximately 82 linear metres are at State Records.

Records with an Approved Storage Provider

Approximately 486 linear metres (1802 archival units) are stored offsite with Recall (Approved Storage Provider).

Growth is estimated to between 5 & 10 % of combined linear metres given.

Special Custody Requirements

There are no special custody requirements.

Special Storage Requirements

There are no special storage requirements.

Issues Not Mentioned Previously

This RDS has been designed to cover only the residual records of the Agency which cannot be sentenced using GDS 30 (as amended).

To date only closed paper files relating to some aspects of governance, covered by GDS 30 (as amended), have been sentenced and disposed in the following manner:

- temporary value records stored off site at an approved storage provider pending destruction

- records of permanent value transferred to State Records
- time-expired records processed for destruction in accordance with existing notification arrangements with State Records.

The records of permanent value are predominately agendas and minutes. Annexure E refers.

Lastly, Crown Solicitor's Advice received by State Records in July 2009 deemed that the records held by the SACE Board of SA that were produced by the Public Examinations Board and the University of Adelaide as predecessor agencies, remain the responsibility of the SACE Board as the custodial Agency.

Comments Regarding Disposal Recommendations

Permanent Records Rationale

The majority of records have been nominated for permanent retention as they document the substantive operations of the SACE Board of SA, providing a documented history of decisions and actions of the Agency (and its predecessors) in relation to the governance, development, and management of the SACE and its pre SACE equivalents. Thus they provide future generations with an enduring history of the establishment and development of public certification (accreditation) process within South Australia.

The records covered by this Schedule reflect what is considered to be a unique and holistic collection documenting the development of public certification within South Australia.

Objectives 4 and 5 of the *Appraisal of Official Records – Policy and Objectives* are clearly met by the provisions of this Schedule. Specifically:

- Social heritage (Objective 4)
- Significant individual involvement, community participation, public infrastructure, - as impacted by Government Programs (Objective 5).
- The major component of the permanent records relate to:

CURRICULUM MANAGEMENT: Accreditation (recognition) (1.1.1); **EDUCATOR DEVELOPMENT**: Educator Enrolment (2.1.1); Educator Training (2.2.1); **SACE MANAGEMENT:** Business Development (3.1.1); Reporting (SACE) (3.3.1); Grievances and Appeals (3.4.1); Policy and Procedures (3.5.1); Research and Evaluation (3.6.1); Standards (SACE) (3.7.1); Student Enrolment (Registration) (3.8.1); **STUDENT ASSESSMENT**: Examination Development (4.1.1); Moderation (Subject) (4.3.1); Results Processing (4.6.1).

Temporary Records Rationale

In general terms the temporary records rationale is in place to ensure such records are retained only for the prescribed duration thus enabling the agency to carry out its operations and to comply with legislative, governance and compliance requirements in an efficient and effective manner.

An additional factor in determining and applying a 30 year retention period or more to some record classes, viz: Accreditation (Recognition) (1.1.2); Curriculum Development (1.2.2); Research and Evaluation (3.6.3); Student Enrolment (Registration) (3.8.2); External Assessment (4.2.1); is the need to refer to such records as long term temporary (not permanent) to guide historical reference relating to student enrolment, and future curriculum management and development. The frequency of changes to public certification and associated curriculum management and development has varied over time. It is apparent that major reviews preceded the changes to public certification commencing in the years: 1901-02, 1922, 1966, 1984, and 1993; Annexure A refers. This supports the SACE requirement that such records be maintained for such an extended period.

Records nominated for temporary status, in this schedule, document routine processes or transactions that support activities documented in records that have been given permanent status, as such these temporary records, in themselves, have no enduring value once the operational requirement for their existence ceases, viz:

CURRICULUM MANAGEMENT: Accreditation (Recognition) (1.1.2; 1.1.3); Curriculum Development (1.2.1; 1.2.2); **EDUCATOR DEVELOPMENT**: Educator Enrolment (2.1.2; 2.1.3; 2.1.4); Educator Training (2.2.2; 2.2.3; 2.2.4); **SACE MANAGEMENT:** Business Development (3.1.2; 3.1.3); Data Administration (SACE) (3.2.1; 3.2.2; 3.2.3); Reporting (SACE) (3.3.2); Grievances and Appeals (3.4.2); Policy and Procedures (3.5.2); Research and Evaluation (3.6.2; 3.6.3; 3.6.4); Standards (SACE) (3.7.2); Student Enrolment (Registration) (3.8.2; 3.8.3); **STUDENT ASSESSMENT**: Examination Development (4.1.2; 4.1.3; 4.1.4); External Assessment (4.2.1; 4.2.2; 4.2.3); Moderation (Subject) (4.3.2); Special Circumstances/Provisions (4.4.1; 4.4.2); Student Recognition (4.5.1; 4.5.2); Results Processing (4.6.2; 4.6.3).

Other Disposal Considerations

There are no other considerations for or against the retention or destruction of records affected by this RDS.

Disposal Recommendation Effect on Related Records

There are no related records affected by the disposal recommendations in this RDS.

Alternative Record Formats

The official records of the SACE Board of SA are kept in both electronic format, via the EDRMS and other line of business systems and web interfaces, and paper format. Where applicable paper-based records are scanned and captured into the EDRMS, or relevant database or information management system. Currently records that are born physical are still required to be retained in hard copy file format. Whilst the SACE Board is currently moving towards a fully digital records environment, this will entail configuring the EDRMS and line of business systems to meet mandatory metadata requirements, so the use of hybrid records can be minimised.

In addition, alternative record formats include microfiche of student cards (GRS 12332) to facilitate access.

Impact on Native Title Claims

There is no discernible relevance to Native Title Claims.

Indigenous Considerations

The determinations within *RDS* 2015/15 are consistent with Recommendation 21 of the ***National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families***.

The principles outlined in ***GDS 16***, relating to Native Title claims, have also been considered in the development of this Schedule.

RDS 2015/15 meets all cultural, historical, legal and administrative requirements.

All documents considered relevant to native title in South Australia must be checked for actual relevance with the Native Title Section of the Crown Solicitor's Office before being disposed of.

Scope Note

Records Covered by this Schedule

This *RDS* 2015/15 applies to the operational records (current and historical) created and/or controlled by the SACE Board of SA.

How to Apply this Schedule

Use in conjunction with GDS

This Schedule should be used in conjunction with GDS 30 v3, as amended, or its successor. Cross-references to the GDS 30 v3 are included in this Schedule where appropriate.

To identify records that may be subject to a disposal freeze refer to General Disposal Schedules | State Records of South Australia.

Use in conjunction with, or complementary to, other RDS

This Records Disposal Schedule does not complement any existing schedules.

Other RDS superseded by RDS 2015/15

- RDS 2009/6 approved 10 August 2010 for the SACE Board of South Australia

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Re-sentencing of records where schedules are superseded or particular entries within a schedule are superseded

SACE Board will review and re-sentence the records whose retention periods have altered.

Records excluded from RDS 2015/15

As previously discussed, the following records are excluded from cover by this RDS:

- Government Record Group 130 (GRG130) – Public Examination Board (PEB) Examinations Registers, 1901 – 1965.
- Pre-1895 records of the Public Examination Board held in the custody of the University of Adelaide are not the responsibility of the SACE Board of SA and not covered by this RDS.

Application to records in all formats

RDS 2015/15 applies to records in all formats, including databases and other electronic records. The SACE Board of SA is required to ensure that records remain accessible for the duration of designated retention periods. In addition, temporary electronic records need to be maintained and reformatted as required for administrative purposes. Permanent electronic records need to be actively managed and migrated to ensure ongoing accessibility for evidentiary and/or historical purposes.

Interpretation of the Schedule

Minimum retention periods

Retention periods for temporary records shown in *RDS* 2015/15 are minimum retention periods for which records need to be retained. It is at the discretion of SACE Board as to whether records are kept for longer than the minimum period.

Acronyms

Acronym	Definition
AES	Assessment for Educators
ARCC	Accreditation, Recognition and Certification Committee
CEA	Certified Educational Assessors
IEA	Institute of Educational Assessors
LAP	Learning and Assessment Plan
RPL	Recognised Prior Learning
SACE	South Australian Certificate of Education

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Acronym	Definition
SACEI	SACE International
VET	Vocational Education and Training

Definitions of terms specific to RDS 2015/15

Term	Definition
Assessment for Educators	A course designed to meet the holistic needs of all educators regardless of subject area or career stage; supporting a whole-school commitment to reflecting on, evaluating and improving existing assessment practices.
Board-accredited subject	The learning and assessment that are accredited and quality assured by the SACE Board for teaching, learning, and assessment in schools. Each board-accredited subject is described in a subject outline.
Certified Educational Assessors	The Certified Educational Assessor course is designed for educators who are seeking to strengthen their expertise in assessment knowledge and practice. Successful completion of the course provides recognition as a Certified Educational Assessor (CEA) and may provide RPL towards a post graduate qualification.
Clerical check period	A prescribed period of time during which a student may lodge an application for a 'clerical check' of their results to be undertaken.
Educator	An educator is a qualified teaching professional (or a person undertaking study towards a qualification) who is engaged within the early years, primary, secondary or tertiary educational sectors.
Learning and Assessment Plans	Teachers develop a learning and assessment plan appropriate for their student cohort that shows their intended learning and assessment activities for a subject.
Learning area	*Board-accredited subjects* are organised in nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; and Sciences.
Moderation	A statistical process associated with 'adjusting' individual assessments **within a subject** for the purpose of comparative analysis of performance across all classes and schools. See also Scaling.
Nominating Agencies	Also known as Designated Entities, these are SACE Board stakeholders.

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Term	Definition
SACE International	SACE International is an internationally recognised pre-university program administered by the SACE Board of South Australia.
Scaling	A statistical process associated with 'adjusting' individual assessments for the purpose of comparative analysis of student performance **across different subjects**. See also Moderation.
School Assessment	Assessments that are set by the school, in accordance with subject outlines, and carried out by the school.
Special Provisions	Special Provisions are alternative arrangements for students whose capacity to participate in an assessment is adversely affected in a significant way by illness, impairment, or personal circumstances.

Legal Deposit

Legal deposit refers to statutory provisions that oblige publishers to deposit copies of their publications in libraries in the country in which they are published. Under the Commonwealth *Copyright Act 1968* and various Australian state Acts, a copy of any work published in Australia must be deposited with (a) the National Library of Australia and (b) the appropriate State Library. Legal deposit extends not only to commercial publishers but also to private individuals, clubs, churches, societies and organisations.

In South Australia, one copy of publications produced for external use should be deposited with the State Library and the Parliamentary Library (section 35, *Libraries Act 1982*). Publications include books, newspapers, magazines, journals, pamphlets, maps, plans, charts, printed music, records, cassettes, films, video or audio tapes, computer software CD-ROMS, compact discs and other items made available to the public.

Records and Litigation

Where SACE Board is aware that records may be required for use in litigation, for use in a government enquiry or the consideration of the Ombudsman, the records must not be destroyed. In such circumstances the records must be retained until two years after all cases and enquiries are complete (including appeals) and then have the original retention period applied to the records.

Pre-1901 Records

All pre-1901 records are required to be **retained permanently** in accordance with a motion approved by the State Records Council on 19 February 2008.

This RDS applies to pre-1901 records that are required to be **retained permanently**.

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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
1 CURRICULUM MANAGEMENT			
1	**CURRICULUM MANAGEMENT**	**The function of managing the SACE Curriculum, including:** • **the review and redevelopment (renewal) of subjects in learning areas** • **the accreditation (recognition), by the Agency, of courses and/or learning, developed and quality assured by other education or training providers.**	
1.1	**Accreditation (Recognition)**	*The activities and processes associated with the accreditation (i.e. recognition) by the SACE Board, of courses and/or learning developed and quality assured by other education or training providers, which complies with the delivery of the SACE requirements.* *See also 4.5 STUDENT ASSESSMENT – Student Recognition*	
1.1.1	Accreditation (Recognition)	Master summary records documenting the accreditation (i.e. recognition) of courses and/or learning developed by other education and training providers, such as the country of origin, name of the qualification, and how the requirements have been met. Includes the VET Recognition Register or equivalent.	**PERMANENT**
1.1.2	Accreditation (Recognition)	Other supporting records documenting the accreditation (i.e. recognition) of courses and/or learning developed by other education and training providers. Includes applications, course outlines/details, and reports.	**TEMPORARY** Destroy 30 years after action completed
1.1.3	Accreditation (Recognition)	Facilitative records and working papers documenting routine administrative matters relating to Item 1.1.1 and 1.1.2 above.	**TEMPORARY** Destroy 5 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
1 CURRICULUM MANAGEMENT			
1.2	**Curriculum Development**	*The activities and processes associated with the development, review and renewal of subjects in learning areas used by teachers to structure learning and assessment programs to students of the SACE (and predecessor certificates).* *See also GDS 30 Version 3 (as amended) 12: PUBLICATION MANAGEMENT.*	
1.2.1	Curriculum Development	Records relating to the redevelopment of subjects. Includes consultation with schools, nominating agencies of the SACE Board, and tertiary institutions within South Australia. *See also GDS 30 (as amended) 2 (various): BOARD AND COMMITTEE MANAGEMENT for accreditation and other related board and committee papers (i.e. ARCC).*	**TEMPORARY** Destroy 30 years after action completed
1.2.2	Curriculum Development	Facilitative records, working papers, drafts and routine notes relating to Items 1.2.1 above. Includes: • curriculum support material (provided to schools) used to develop or add value to curriculum • teachers online chat groups or forums where information and ideas are exchanged • draft Subject Outlines and support materials.	**TEMPORARY** Destroy 5 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
2 EDUCATOR DEVELOPMENT			
2	**EDUCATOR DEVELOPMENT**	**The function associated with providing professional development for educators relating to the delivery of the SACE by the Institute of Educational Assessors (IEA), or by other means, including e.g. SACE facilitated workshops, etc.**	
2.1	**Educator Enrolment**	*The activities and processes documenting the enrolment of educators and schools participating in educator development programs organised by the SACE Board.* *Use 3.8.1 SACE MANAGEMENT – Student Enrolment (Registration) for educator registration for SACE delivery.* *See also 3.2 SACE MANAGEMENT – Data Administration (SACE) for records summarising educator/school participation, attendance, and results, follow-up, etc.*	
2.1.1	Educator Enrolment	Summary records documenting enrolment and registration of educators and schools in educator development programs delivered by the IEA. Includes summaries of participant names, course delivery, schools, dates, times, locations, attendance, fees paid, etc.	**PERMANENT**
2.1.2	Educator Enrolment	Other records documenting enrolment and registration of educators and schools in educator development programs delivered by the IEA.	**TEMPORARY** Destroy 15 years after action completed
2.1.3	Educator Enrolment	Records documenting participation/ attendance at other (non IEA) SACE professional development workshops, such as clarifying, planning and improving workshops.	**TEMPORARY** Destroy 5 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
2 EDUCATOR DEVELOPMENT			
2.1.4	Educator Enrolment	Facilitative records and working papers documenting routine administrative matters relating to Items 2.1.1 and 2.1.2 above.	**TEMPORARY** Destroy 5 years after action completed
2.2	**Educator Training**	*The activities and processes associated with the development and delivery of training programs to educators individually or through schools, regarding SACE systems, curriculum, assessment, and moderation matters, etc.* *See also GDS 30 v3 (as amended) (various) for arrangements relating to the delivery of courses, e.g. venue bookings, supplies, transport, financial matters, etc.*	
2.2.1	Educator Training	Master final versions of modules and course materials relating to IEA courses, for example Assessment for Educators (AES) and Certified Educational Assessors (CEA) modules, etc. Includes outlines, presentations, workbooks, videos, readings, etc.	**PERMANENT**
2.2.2	Educator Training	Records documenting IEA participant assessment and results relating to educator training. Also includes IEA participant feedback.	**TEMPORARY** Destroy 15 years after action completed
2.2.3	Educator Training	Records documenting the development of training programs relating to professional practice in assessment and learning. Includes SACE workshops program material, research reports, and related content, e.g. clarifying, planning, schools workshops, etc.	**TEMPORARY** Destroy 15 years after action completed
2.2.4	Educator Training	Facilitative records, working papers and supporting documentation relating to Item 2.2.1 – 2.2.3 above. Also includes SACE workshops participant feedback.	**TEMPORARY** Destroy 5 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
3 SACE MANAGEMENT			
3	**SACE MANAGEMENT**	**The function of administering the annual delivery of the South Australian Certificate of Education ('the SACE') to senior secondary students within South Australia and other jurisdictions within Australia, and including the SACE International (SACEI) in overseas jurisdictions.**	
3.1	**Business Development**	*The activities associated with developing the SACE/SACE International including marketing and promoting the certificate to interstate or overseas schools. Includes associated delivery arrangements.*	
3.1.1	Business Development	Records documenting development and delivery of the SACE/ SACE International to schools outside South Australia. Includes memoranda of understanding and agreements e.g. Department of Education Services Agreement (Northern Territory), etc.	**PERMANENT**
3.1.2	Business Development	Records relating to **unsuccessful** negotiations relating to the delivery of the SACE/ SACE International to schools outside South Australia.	**TEMPORARY** Destroy 15 years after action completed
3.1.3	Business Development	Facilitative records, working papers and supporting documentation relating to Items 3.1.1 – 3.1.2 above.	**TEMPORARY** Destroy 5 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
3 SACE MANAGEMENT			
3.2	**Data Administration (SACE)**	*The activities associated with managing the content (i.e. creating, maintaining and updating) of SACE-specific databases, data warehouses, and associated extract management systems relating to student, subject, schools and schools results. Includes processing i.e. data entry, uploading / downloading and data cleansing and maintenance. Excludes details of enrolment of educators in IEA programs.* *For actual database see also 3.8.1 SACE MANAGEMENT – Student Enrolment (Registration).* *See also* *2.1 SACE MANAGEMENT – Educator Enrolment* *3.3 SACE MANAGEMENT – Reporting (SACE)* *3.8 SACE MANAGEMENT – Student Enrolment (Registration)* *See GDS 30 (as amended) v3 - 9.3 (various) INFORMATION MANAGEMENT – Data Administration for data administration*	
3.2.1	Data Administration (SACE)	Data scripts and coding relating to SACE-specific databases, data warehouses and associated systems. Includes: • data extract scripts related to preparation of ad hoc and on-demand interrogation of SACE-specific databases and preparation of output reports and data files • data extracts (primary outputs) emanating from SACE-specific databases comprising single instance 'unique snapshots' using data extract scripts • systems and supporting records documenting data requests, data extracts and other output from (or access to) SACE-specific databases / data warehouses.	**TEMPORARY** Destroy 15 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
3 SACE MANAGEMENT			
3.2.2	Data Administration (SACE)	Facilitative records, working papers and supporting documentation relating to Item 3.2.1 above.	**TEMPORARY** Destroy 5 years after action completed
3.2.3	Data Administration (SACE)	Batch processing records relating to Learning and Assessment Plans (LAPs) and change of student results, provided by individual schools and used to update the database. Includes LAP feedback forms.	**TEMPORARY** Destroy 1 year after last action
3.3	**Reporting (SACE)**	*The activities associated with the reporting of SACE data as a result of enquiries and requests by students, schools, other organisations, the media, the general public, and internally by the SACE Board. Includes results, statistics, and related information.* *See also 3.6 SACE MANAGEMENT – Research and Evaluation* *See GDS 30 v3 (as amended) (various) relating to other enquiries and reporting.*	
3.3.1	Reporting (SACE)	Records documenting enquiries and reporting requiring **significant** comparative data analysis and final reports requested by and provided to schools for the evaluation of results, relating to school / subject / student performance, etc. Includes SACE performance using various demographic variables, e.g. within schools, and collated and reported student statistics, e.g., longitudinal statistics, participation and performance statistics, etc.	**PERMANENT**

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
3 SACE MANAGEMENT			
3.3.2	Reporting (SACE)	Other requests for summary (including demographic) data or information, emanating from the SACE-related databases, that are of a **routine** nature or of **cursory** value that result in standard or generic responses and do not proceed further, e.g. subject results and other demographic profiling, etc. Also includes records relating to reporting on student results for schools or collation into other SACE Board reports.	**TEMPORARY** Destroy 8 years after action completed
3.4	**Grievances and Appeals**	*The activities associated with the handling and resolution of grievances and appeals relating to the SACE.* *See GDS 30 v3 (as amended) (various) for other complaints, grievances and appeals.*	
3.4.1	Grievances and Appeals	Records relating to the SACE, documenting grievances and appeals generating **substantial public interest and debate and/or resulting in changes to high level policies, or procedures, or student results**. Includes records documenting specific grievances and complaints e.g. relating to Special Provisions in Assessment, etc.	**PERMANENT**
3.4.2	Grievances and Appeals	Records relating to the SACE, documenting grievances and appeals that **do not** generate substantial public interest and debate, and/or **do not** result in changes to high level policies, procedures or student results.	**TEMPORARY** Destroy 10 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
3 SACE MANAGEMENT			
3.4.3	Grievances and Appeals	Facilitative records, working papers and supporting documentation relating to Items 3.4.1 above.	**TEMPORARY** Destroy 5 years after action completed
3.5	**Policy and Procedures**	*Standard methods of developing and delivering the SACE / SACE International according to formulated operational policy and procedures laid down by the SACE Board.* *See also GDS 30 v3 (as amended) 12 (various) PUBLICATION for web published information.*	
3.5.1	Policy and Procedures	Master version of SACE operational policy and procedures, such as practice guidelines, manuals, handbooks and instructions, e.g. Codes of Practice, Chief Supervisor's Manual and SACE operational information.	**PERMANENT**
3.5.2	Policy and Procedures	Facilitative records, working papers and supporting documentation relating to Item 3.5.1 above.	**TEMPORARY** Destroy 5 years after action completed
3.6	**Research and Evaluation**	*The activities involved in investigating or enquiring into a subject or area of interest (including the SACE, Curriculum Management and Student Assessment), in order to discover facts, principles etc. Used to support the development of SACE related projects, standards, guidelines etc., and the business activities of the organisation in general. Includes following up enquiries relating to SACE programs, projects, working papers, literature searches etc.* *See also 3.3 SACE MANAGEMENT – Reporting*	

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
3 SACE MANAGEMENT			
3.6.1	Research and Evaluation	Records of research outcomes into curriculum and examinations to explore reliability, difficulty of questions and success rate of students. Includes: • research reports/findings • validity of assessment • question choice analysis • assessment components monitoring • double marking procedures • technology in assessment • completion.	**PERMANENT**
3.6.2	Research and Evaluation	Working records documenting research into the SACE and its delivery, including curriculum, enrolment, delivery, retention and completion strategies and SACE engagement studies, data sheets, etc. *Use GDS 30 (as amended) (various) for reports and papers produced.*	**TEMPORARY** Destroy 30 years after action completed
3.6.3	Research and Evaluation	Facilitative records, working papers and supporting documentation relating to Items 3.6.1 – 3.6.2 above. Includes records such as questionnaires, checklists, performance figures, evaluation forms etc., documenting surveys of SACE Coordinators, Parents, Caregivers and others for the purpose of conducting research.	**TEMPORARY** Destroy 5 years after action completed
3.7	**Standards**	*The process of implementing industry or organisational benchmarks for services and processes to enhance the quality and efficiency of the SACE delivery.*	
3.7.1	Standards	Records relating to the development of the SACE performance indicators within schools.	**PERMANENT**

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
3 SACE MANAGEMENT			
3.7.2	Standards	Facilitative records, working papers and supporting documentation relating to Item 3.7.1 above.	**TEMPORARY** Destroy 5 years after action completed
3.8	**Student Enrolment (Registration)**	The activities and processes documenting the enrolment of students participating in the SACE and its predecessor certificates. *Use 2.1 SACE MANAGEMENT – Educator Enrolment for the registration and enrolment of educators*.	
3.8.1	Student Enrolment (Registration)	Summary records documenting student enrolment and registration in the SACE. Includes information such as results contained in the SACE database, and student results in previous physical formats including forms, cards, and printed paper lists/summaries. Also includes allocation of control numbers, codes (e.g. RPL codes), and related data sets for students, subjects and schools, etc.	**PERMANENT**
3.8.2	Student Enrolment (Registration)	Source records documenting student enrolment, including registration, consent, and accreditation records, etc. Includes records signed by students relating to permissions. Also includes records relating to student SACE registration and declarations, signed by the student, which include permission for result details to be reported to SATAC, visa 571 information and records relating to enrolment and eligibility.	**TEMPORARY** Destroy 85 years after action completed
3.8.3	Student Enrolment (Registration)	Facilitative records and working papers documenting routine administrative matters, including contact details, relating to items 3.8.1 – 3.8.2 above.	**TEMPORARY** Destroy 5 years after action completed

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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
4 STUDENT ASSESSMENT			
4	**STUDENT ASSESSMENT**	**The function of managing the assessment of student performance, including:** • **external assessment by the SACE Board, of exams, investigations, performances or equivalent** • **assessment by schools (subject to SACE Moderation)** • **recognition, by the SACE Board, of other learning** • **results publication.**	
4.1	**Examination Development**	*The activities associated with the development, setting and publishing of examination papers.* *See also GDS 30 v3 (as amended): 9.7 INFORMATION MANAGEMENT – Intellectual Property*	
4.1.1	Examination Development	Master version of subject examination papers.	**PERMANENT**
4.1.2	Examination Development	Redacted versions of subject examination papers produced to comply with copyright requirements.	**TEMPORARY** Destroy 10 years after action completed
4.1.3	Examination Development	Records documenting the drafting of examination papers by editors. Includes timetable of work with each stage achieved signed off by Chief Assessor, production staff and editor.	**TEMPORARY** Destroy 5 years after action completed
4.1.4	Examination Development	Facilitative records and working papers relating to Items 4.1.1 – 4.1.3 above.	**TEMPORARY** Destroy 5 years after action completed

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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
4 STUDENT ASSESSMENT			
4.2	**External Assessment**	*The activities and processes associated with marking and assessing student results towards the completion of the SACE.* *Use 4.1.1 STUDENT ASSESSMENT – Examination Development for the master version of subject examination papers.* *Use 3.8.1 SACE MANAGEMENT – Student Enrolment (Registration) for the results information maintained in the SACE database.*	
4.2.1	External Assessment	Sample of student examination papers retained each year for research purposes.	**TEMPORARY** Destroy 30 years after action completed
4.2.2	External Assessment	Facilitative records, working papers and supporting documentation relating to administrative aspects of external assessment relating to Item 4.2.1 above.	**TEMPORARY** Destroy 5 years after action completed
4.2.3	External Assessment	Records relating to external assessment including student exams, investigations and signed result sheets. Includes records documenting the Schedule of Assessment process, confirmed class lists, etc.	**TEMPORARY** Destroy 12 months after clerical check period elapses
4.3	**Moderation (Subject)**	*The activities and processes to ensure that school assessments apply the performance standards to students work and are comparable within a subject across schools and classes.*	
4.3.1	Moderation (Subject)	Final version of Moderation assessment models.	**PERMANENT**
4.3.2	Moderation (Subject)	Facilitative records, working papers and supporting documentation relating to Item 4.3.1 above. Includes drafts and models for discussion.	**TEMPORARY** Destroy 5 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
4 STUDENT ASSESSMENT			
4.3.3	Moderation (Subject)	Records relating to school assessment including signed result sheets. Includes records documenting the Schedule of Assessment process, confirmed class lists, etc.	**TEMPORARY** Destroy 12 months after clerical check period elapses
4.4	**Special Circumstances / Provisions**	*The activities and processes associated with the special circumstances / provisions impacting on student assessment. Includes, but is not limited to, personal student circumstances, Special Provision Applications, plagiarism, cheating, etc.*	
4.4.1	Special Circumstances / Provisions	Records documenting special circumstances relating to student assessment, including but not limited to: • consideration for student assessment conditions. Includes illness, disability, and misadventure. Includes Special Provision Applications • rule breaches including plagiarism and cheating.	**TEMPORARY** Destroy 10 years after action completed
4.4.2	Special Circumstances / Provisions	Facilitative records, working papers and supporting documentation relating to Item 4.4.1 above.	**TEMPORARY** Destroy 5 years after action completed
4.5	**Student Recognition**	*The activities and processes associated with the SACE Board recognising, towards the SACE completion and/or learning, student results emanating from courses and/or learning developed, delivered, and quality assured by other education or training providers. Includes student achievement (results) from overseas/ interstate, VET and community based learning.* *See also 1.1 CURRICULUM MANAGEMENT – Curriculum Accreditation*	

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
4 STUDENT ASSESSMENT			
4.5.1	Student Recognition	Records documenting applications for the recognition of the status and credit of study undertaken outside of the SACE. Includes recognition of non-formal learning, community learning and Equivalency Statements and records relating to eligibility for granting of status at Stages 1 or 2 of the SACE.	**TEMPORARY** Destroy 10 years after action completed
4.5.2	Student Recognition	Facilitative records, working papers and supporting documentation relating to Item 4.5.1 above.	**TEMPORARY** Destroy 5 years after action completed
4.6	**Results Processing**	*The activities and processes (i.e. preparation, checking and release) associated with the annual SACE results and issue of certificates.* *See also 3.8.1 SACE MANAGEMENT – Student Enrolment (Registration)*	
4.6.1	Results Processing	Records relating to the processing of results including Scaling Reports, External Assessment Grade Panel Reports, Flags Process Reports, etc.	**PERMANENT**
4.6.2	Results Processing	Records documenting Student Results Release to students, schools and the media. Includes: • requests for replacement SACE certificate, including application and statutory declaration • working papers and supporting documentation relating to administrative aspects of processing and management (of results).	**TEMPORARY** Destroy 5 years after action completed

SACE Board of South Australia (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
4 STUDENT ASSESSMENT			
4.6.3	Results Processing	Records relating to requests from schools to amend student results, i.e. Change of Results Requests, once a resulting period has been finalised. Includes correspondence from schools and records documenting exceptional circumstances.	**TEMPORARY** Destroy 12 months after clerical check period ends

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