Moving Forward with SACSA

2006

Information for Site Leaders and Communities

The Moving forward with SACSA strategy offers the opportunity to strengthen professional capacity to deliver improved learning outcomes for all learners by:

- Supporting educators to effectively plan, implement, assess and report on learning in the context of the SACSA Framework
- Supporting educators to use learner achievement data to promote the progress of every learner
- Building on professional capacity through educators sharing their practice and judgements of learners’ achievements
- Providing sites with choices from a number of approaches to engage with the SACSA Framework
- Informing the future development of curriculum and resources through professional inquiry and effective practice.

The Strategy encourages and supports educators to fine tune the work they are already doing and to start exploring new ideas and practices.

(Moving forward with SACSA brochure 2005)
2005

In 2005, around 200 sites were supported to improve professional practice, based on inquiry and underpinned by equity through one of two options:

Option 1: SACSA Engagement

Many sites and educators chose the focus of their professional learning and support within the Moving forward with SACSA strategy by selecting professional learning programs in which they participated during the course of their daily teaching, learning and assessment processes.

Option 2: SACSA Innovation

Many sites and educators who had already done some significant work and had embedded aspects of the SACSA Framework into their professional practice selected from a list of nine innovation strands. Participation in these strands allowed sites to extend their practice and participate in further collaborative inquiry with central office, districts and other sites. Specific funding was provided to extend practice and support others to learn from it.

(Refer Moving forward with SACSA Leaders Guidelines 2005 p3)

Requirements for 2006

The table on page three shows the requirements for 2006, the ‘commitment’ year, along with preceding activities and those expected beyond 2006.

In summary, every site will position itself to be able to demonstrate improvement in SACSA Standards by 2007 (DECS Statement of Directions Target 2.3).

Therefore in 2006 site leaders will work with their educators to use the SACSA Framework to:

- Plan, teach and assess learners’ progress in the Developmental Learning Outcomes and/or Outcomes and Standards in all learning areas
- Provide relevant feedback to learners and report to families about these achievements and how progress can be extended
- Participate in consistency of professional judgement activities at the site level
- Record and use data about progress and achievements to improve learning for all learners.

(Moving forward with SACSA Leaders Guidelines 2005 p4)
This chart shows timeframes and processes for addressing expectations across all DECS sites.

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<td>General implementation of SACSA Framework, with focus on planning and implementing teaching and learning programs.</td>
<td>Provide leaders and educators across the system with a clear, consistent understanding of their curriculum accountability responsibilities.</td>
<td>All sites required to engage in professional learning.</td>
<td>Support for all sites to continue to engage in learning.</td>
<td>Use of Curriculum Standards data embedded across DECS.</td>
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<td>‘Using Data Project’ to foster the collection and use of data in participating schools, and to research the status of a sample of learners’ English and Maths Curriculum Standards (2003-4).</td>
<td>Choice for all sites to engage in professional learning and innovation inquiry, and to collect Curriculum Standards data in selected Learning Area/s to use for improvement purposes at the local level.</td>
<td>All educators know the number of SACSA Outcomes that have been achieved for each learner in each Learning Area and the evidence they have used to make this judgement.</td>
<td>All schools send Curriculum Standards data to Curriculum Group in their selected Learning Area/s.</td>
<td>SACSA Framework adjusted in response to innovation inquiry.</td>
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<td>All school leaders know the proportion of their site’s learners actively engaged in their learning and the proportion performing at each Curriculum Standard in all Learning Areas.</td>
<td>All schools invited to send Curriculum Standards data in a selected Learning Area/s to Curriculum Group in order to receive backdrop data.</td>
<td>All schools receive backdrop data for their selected Learning Area/s.</td>
<td>Equating process to relate SACSA Framework Curriculum Standards data with revised SACSA standards data.</td>
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<td>All schools use this backdrop data to make improvements in learning with particular targeted groups of learners.</td>
<td>Resources, tools, processes including moderation, trialled across districts to support valid, consistent judgements about Curriculum Standards data and the use of this data for improvement.</td>
<td>All schools report on improvements made to learning in their Annual Reports.</td>
<td>Why send data to the Curriculum Group?</td>
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<td>All sites report on improvements made to learning in their Annual Reports.</td>
<td>Refined resources, tools and processes used systematically to gather valid, consistent achievement data with state wide and group backdrop data provided to sites to use for improvement purposes.</td>
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All Office of Primary, Middle and Senior Secondary Services funded programs to collect Curriculum Standards data in years 1-7: at least 1 class in (minimum) English and Maths; in years 8-10: at least 50% classes in English and Maths and 1 additional selected Learning Area/s. OPMSSS funded programs include:

- 2005: SACSA Innovation sites
- 2006-2007: SACSA Innovation sites, district equity funded strands and all DECS curriculum—related funded activities as defined by Service Agreements.
- All SACSA Innovation schools and districts pilot triangulated data sets to monitor the difference that learner engagement and Essential Learnings have on learner achievement.

Why send data to the Curriculum Group?
- to provide schools with SACSA Outcomes and Standards backdrop information for comparison of own school with mean data, for use in local decision making and priority setting to improve learning.
- to provide aggregated and disaggregated data by mean and group back to schools for analysis to identify trends, gaps and patterns of learner achievement.

Reference:
Moving forward with SACSA: Supporting improved learning for children and students through engagement and innovation 2005-2007, Govt of South Australia.
The three projects that began in the Early Years in 2005 will continue throughout 2006 with participating sites. These sites will be exemplary in their professional practice in at least the identified area of innovation within the SACSA Framework.

Office of Early Childhood Services work is occurring in many sites on using Learning Stories to capture and promote learners’ progress against the Developmental Learning Outcomes. Early Years Literacy Program goals are linked to Developmental Learning Outcomes and Curriculum Standard 1 within SACSA.
Services to Assist Sites

In order to support all educators in all DECS sites to deliver on the requirements for 2006, the following services will be in place:

Services Available

District teams are planning to build relevant professional capacity to ensure their sites’ leaders and educators can meet 2006 requirements with

- A central SACSA contact person to assist with district planning
- District professional support services
- Some consistency and data activities across the district

Improving Equity of Learners’ Outcomes through Learning Inclusion Grants

Many districts will receive funding to work with their sites to improve equity of learning outcomes in the context of the SACSA Framework.

Milestones will include:
- Improvement plans based on SACSA Outcomes and Standards data and research leading to inquiry about targeted improvement (What might make a difference for which learners in which kinds of settings?)
- Evidence of consistency and use of data professional capacity building across all sites
- Annual SACSA Outcomes and Standards data showing improvement in the second year
- Evidence-based report on the reforms that led to improvements for particular learners in particular settings.

Leaders’ ‘Leading Learning and Teaching’ Module

This program is part of the Leaders Learning Framework and focuses on the dimension ‘leading learning and teaching’. It includes leadership of learner engagement, assessment and the use of data to improve learning for all learners in the context of the SACSA Framework.

Districts are invited to customise a program to meet the needs of local leaders so that they are well equipped to lead the expectations listed in the chart on page 3 within their site.

Office of Early Childhood Services, Office of Primary, Middle & Senior Secondary Services and SACLE leaders will work with district teams and Local Leaders’ Executive Groups to plan and implement a program at the district level.
The Office of Primary, Middle and Senior Secondary Services (OPMSSS) together with the Office of Early Childhood Services (OECS) will provide services, materials and processes to underpin the success of sites and districts in their work. These include:

**Services Available**

**Consistency of Professional Judgement**

Services to underpin consistency of professional judgement of SACSA Outcomes and Standards will be available after trialing, including:

- Consistency of professional judgement processes, exemplary assessment and learner work samples
- Processes for facilitated analysis of SACSA Outcomes data designed to improve local learners’ outcomes and inform SACSA renewal
- Backdrop data for all sites that send SACSA Outcomes and Standards data to OPMSSS.

**SACSA Innovation and Renewal**

OPMSSS will work with districts and their sites to seed innovative practice, foster discussion of curriculum policy issues and identify workable solutions with which to review and renew the SACSA Framework. A small number of innovative sites will be selected in conjunction with district nominations to work on particular challenges (see page 4). These sites will be able to share their professional practice with other sites in the district.

**Materials**

OPMSSS will provide the following processes and materials for sites as they engage within their districts:

- *Moving forward with SACSA* CD
- ‘SACSA Framework: the required elements’ booklet
- Student Achievement Continuum
- Constructivist Learning/Learner Engagement DVD (available later in 2006)
- Exemplary assessment
- Consistency of professional judgement processes, work samples and materials
- Moderated evidence on SACSA website (www.sacsa.sa.edu.au)
- Teaching and Assessing Guides on SACSA website (www.sacsa.sa.edu.au)
- Other resources as they become available as a result of SACSA Innovation sites’ work.